

PERSONAL

A pleasant miscellany of things characterizes mid-to-late July for me. One is our graduation ceremony, when this year's crop of future teachers obtain their degree, and they and the university's academics parade around in clothing that would normally lead to arrest. Universities, like schools, are increasingly elderly institutions, but only a few of my colleagues have to be winched on to the platform, like my childhood memory of school governors at Speech Day. Afterwards we all celebrate with a glass or two of Phyllosan. Last year one student's mother had rather too much to drink in the post-degree festivities, and lurched round from professor to doctor asking if he might try on their "funny hat", before being shovelled deftly into the back seat of the car by her totally unembarrassed daughter. It was reassuring to see that the present generation of teachers was as capable of handling emergencies as previous ones.

At the other end of the scale I attended a different kind of ceremony that must have been repeated in many schools around the country, the retirement of an Exeter infant school head. Betty Bell's retirement party showed

all that is good in schools, as 300 children, their teachers and parents sang songs, gave presents and made speeches. A superb head, Betty is retiring early "to give a youngster a chance". One hopes they will be as good one day, and indeed as unselfish as that dedicated cohort currently retiring.

Another enjoyable experience has been the chance to work in a two-teacher village school where I have been trying out the BBC junior microelectronics programmes due to be broadcast for the first time next February. It is amazing to see children of 9 to 11 handling transistors, capacitors, resistors, diodes and the microchip itself as if they have been using them all their lives. Good village schools have produced a remarkable breed of teacher, versatile enough to handle a broad curriculum with children spread over three years.

Much less fun is the discovery that the university is again awash with foreign youth. It is not uncommonly realized that July brings a brisk trade in the export of junior Euro-psychopaths who are shipped to Britain in vast numbers under the pretext of learning English. The real reason is to give Europe a breather by moving its



Ted Wragg

vandalism to Britain for a few weeks. Three years ago the BBC psychopath mountain was housed in my own university for the summer, and the damage amounted to thousands of pounds.

Another possible explanation, however, is that it is a glorious act of revenge for the hooligans who follow the England football team round Europe. One of the most terrifying moments I can ever recall was on Salzburg Station a few years ago, when a horde of British 12-year-olds, all in grey caps, were released by their

teacher to stoke up with drinks and sweets before their train departed. About 30 foaming maniacs swooped along the platform uttering blood-curdling tribal yells, scattering the locals and forcing British travellers for the only time in our lives to pretend we were Italian.

It has never ceased to amaze me that there are teachers either devoted enough or sufficiently foolhardy to take pupils abroad after a hard year at school. It is the sort of activity to retire from at the earliest opportunity. I remember escorting hundreds of pupils to and from France with a few fellow masochists. The cross-channel ferry was like the Dunkirk evacuation, with the teachers keeping their spirits high by singing *The White Cliffs of Dover* and other sentimental songs.

We devised imaginary games with scores like 10 points for losing a pupil for a day, 50 points for a week and 100 points for anyone lost overseas. Stories were traded about hairy incidents. One party was taken safely around Europe, and, at the very moment when the train was steaming into the home station and the escorting teachers were congratulating themselves on a problem-free trip, one boy leaned out of the window to

show his friends where he lived and the carriage door swung slowly open, whereupon his teacher sacrificed a possible 100 points and hove him back.

One former colleague used to escort two groups per year, one a large crowd of 15-18 year olds to the Lake District at Easter, the second a dozen school leavers on a three-week tour of Europe in the summer. To our astonishment he always returned relaxed and fit and immediately booked the same events for the following year.

I could not resist asking him his secret. It was easy, he confided. On the Easter trip he always asked the bus driver to stop 10 miles short of the hotel and then made everyone walk up the hills for three hours. By about 9 pm everyone was fast asleep in bed with not a single pillow fight in sight.

In the summer he would spend the first evening at a small French village he knew well and instructed the school leavers under no circumstances to drink sweet wine. Needless to say all did, and he then chose the bumpiest side roads he could find for a long day's journey in the minibus. There followed a trouble and alcohol-free three-week tour. Have a good summer.

ARISTIDES

An office for the caretakers

The Schools Council moves to new offices in Notting Hill Gate on Monday. It will occupy the floors under the new Examinations Council, and will be poised to be displaced by the new Curriculum Council when Sir Keith gets around to setting it up.

Several senior staff are about to bale out into new jobs. John Mann,

the Secretary, becomes Harrow's director of education in November. Ron Abbot, one of the four programme directors, is going to the new Bristol staff college, set up by the DES, and another, Roger Sturge, will become an LEA divisional inspector.

Leslie Kant, one of the education advisers on the exam side, is going to Norfolk as an English adviser. Two other exam people - Peter Dines, Chief Examinations Officer, and Keith Weller, are already at the Exam Council - though not yet with formal contracts.

All but the last two will be able safely to collect redundancy cheques before going on to their new jobs. But

— to the annoyance of Schools Council staff — there is a possibility that jobs on the new councils will not be considered by the DES to be new employment — and those who get taken on will therefore miss out on redundancy payments.

Meanwhile the work of seeing that the Schools Council programmes will continue, probably into 1985. There still seems to be considerable confusion about the future — not least in the DES. Recently a researcher wrote in, asking for the reasons for the wind-up of the Schools Council. The DES people sent him their letter over to the Schools Council, with a note asking: "Can you help?"

Exploding Acorn

There are reductions in the educational computing world: John Coll, one of the great young men of computing in schools, is leaving Acorn Computers where he has been education manager since the company landed the BBC microcomputer contract.

Since then the Beeb has swept the school market, collaring some 75 per cent of government-sponsored orders, and Coll has had a large hand in maintaining educational credibility and goodwill for the company through a series of production snarl-ups and delays.

Coll got into the computer world as a teacher at Oundle School, where he and his pupils were doing whizzy things with computer-controlled gadgets long before most of us had heard of computing in school. He was a founder of MUSE (Microcomputer Users in Secondary Education) which has become a main switchboard for teachers interested in computing.

He was on the BBC panel that advised on the selection of a machine for their great computer literacy project, and since going to Acorn, has creditably tried to be a source of reliable advice and information in a chaotic, high-tech, commercially cut-throat world where one-tenth of a company like Acorn never knows what the other highly sophisticated one-tenths are doing.

At this week's MUSE conference Coll was light-lipped about his reasons

for leaving: "I was not able to do what I wanted to do", and about where he was going. At least three big jobs that might suit him are currently going in the computing business: a senior curatorship in computing at the Science Museum, the job of Software Manager for the DES Microelectronics in Education Project, and Educelco Management at Acorn's main education, rivals Research Machines Ltd.

● Meanwhile there have been reshuffles at MEP. Bob Coates, who was the software person, had become deputy director in charge of curriculum development.

Apparently the project's first stage policy of letting a thousand flowers bloom is coming to an end, and they now think it is time to give a clearer direction to work with computers in schools.

History grill

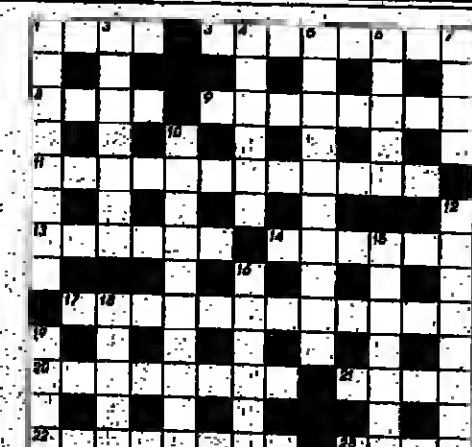
Aristides' Homework of the Year Award undoubtedly goes to Tracey, a pupil at a Cambridge comprehensive, and her mother, who sent the school the following letter.

"I am writing to explain why Tracey's Magna Carta is in a bit of a mess. 'I've cooked' it in an oven at gas No. 4 for five minutes and nothing happened so we turned the gas to No. 9 for 45 minutes and it browned nicely but not crinkly edges.

As someone recommended grilling it we tried this method but instead of the edges crinkling up the paper just burnt dark.

We are willing to try with another piece of paper if possible."

No 111 CROSSWORD by Rufus



Down

- Any crest may indicate it (8)
- Admitted being deceived? (5, 2)
- Nude I'm unusually punctual (2, 4)
- An impressive may do so without affection (3, 2, 2)
- What most men have to do in a quiet way (5)
- Enlightened times (4)
- Fresh start for an old scholar? (5, 5)
- Puffin club team (8)
- In new roles it makes no attempt to bury (7)
- Second class made in Norfolk (6)
- Scotch governor? (5)
- Overseas action when the money has fermented (4)

Across

- Book going widely turns (6)
- Made up to appear calm (6)
- Paul is all right in church (6)
- Solid achievement by artists (5)
- Not thinking of getting married (6)
- Payment received by letter (6)
- His bank account is often misleading (6)
- Interpretation which requires some building up (6)
- The bit of player's reward is a rise (5, 3)
- Home in the home (6)
- Way by the motor way (4)
- From for a reduction? (6)
- 2000 years ago: I stole away to (4)

Solution to puzzle no 110



Ken Martin on his ego-trip

Tigger in TV land

"As a people we are visually illiterate. Primary education is very poor in teaching children about art," says Ken Martin, Head of Department at Liverpool Polytechnic's School of Architecture.

Martin is the presenter of *A sense of place*, a new television series starting in the Granada region, and some see him as the architectural equivalent of David Bellamy and Magnus Pyke.

"I've always been known as a critic," he says and launches enthusiastically into a background history of the Liverpool City Development Trust which is bringing together a variety of skills and businesses to work on a mixture of public housing and commercial premises.

"It's easy to blame architects and planners but architects have always

been innovators. We have to encourage people to say what they want and to pay for quality. Too often they are prepared to pay for quality cars or quality food, but not for the environment. If we look at Scandinavia it's an accepted part of their culture.

"This isn't an Open University programme — they are very good, but narrow. It works on two or three levels. Like Tigger, I've been indulged to have an ego trip to sell my commitment to architecture. As a profession it's under-rated and doesn't get enough attention in the media."

This enthusiastic approach on screen involves such spontaneous actions as his walking into Birkenhead Park and scattering a 5lb box of liquorice allsorts over a model layout to show the way that planning can go wrong.

Granada's recent *World in Action* programmes on housing gave the builders a bodyblow. Ken Martin looks likely to give the architects a boost of confidence when they need it.

Their English teacher, Philip Clymer, began to take extra drama classes after school which resulted in a production at Christmas. So successful was this that further ones were made: there and then about fringe venues. Four more performances were given in February to help raise the money for the Edinburgh trip.

The play, a horror piece loosely based on the Poe story, is to be presented simply, with white masks,

black costumes and no props, between August 28 and September 4. Appropriately enough, the venue is to be Cephas's Cellars, the crypt of St George's West Church, Sandwick Place. The cast are mostly expatriates whose parents are working in Kuwait. They come from Britain, Egypt, Jordan, Sri Lanka, and there are a few "Pakistani" and "Pakistani" mixed Irish and Pakistani.

At this week's MUSE conference Coll was light-lipped about his reasons

Horror in the cellars

The Red Death is about to strike Edinburgh. A group of fifth and sixth-form students from the New English School in Kuwait is to be the first foreign school company to take part in the Edinburgh Festival Fringe.

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Education officers reject 4.9 per cent pay offer

by Richard Garner

Negotiators representing 1,200 senior education officers, including CEOs, have rejected a pay offer from their employers which would have given them a fractionally smaller percentage pay increase than teachers.

The local authorities have offered a rise of about 4.9 per cent — compared with the 4.975 per cent pay deal accepted by teachers earlier this year.

Both sides have agreed that if behind-the-scenes moves at conciliation fail they will go to arbitration at the end of the month. Privately, they are not optimistic of a settlement before then.

The CEOs, their deputies and other senior officers, who negotiate alongside local chiefs and deputies in local government, have asked for a 13.5 per cent pay increase from July 1. Any settlement will be backdated to then.

For several years, they have been worried by the fact that some headteachers of medium or large-sized schools and polytechnic directors have been earning more than the CEOs.

Aed the problem has been exacerbated by pay deals in recent years. For example, last year teachers won a 6 per cent increase — while CEOs, in common with all local authority staff, received 5.7 per cent.

Mr John Barnes, secretary of the Association of Education Officers, the negotiating wing of the Society of Education Officers, has said that as a result of last year's settlement the number of local authorities where the CEO earned less than some of his subordinates had doubled from 20 to 40.

Chief officers' pay depends on the populations of authorities and currently ranges from about £11,300 in the smallest authorities to £26,400 in the largest.

The 4.9 per cent offer would give them increases ranging from about £10,300 a year (£533 a year) to £24,850 a year (£1,294 a year). If their claim was met, they would receive increases ranging from about £29,540 a year (£1,536 a year) to £68,540 a year (£3,564 a year).

RC diocese scraps schools body after critical report

by Bert Lodge

The chairman of Westminster Education Commission, the overseeing body for more than 200 Roman Catholic schools north of the Thames, has been replaced and the commission disbanded.

This follows a confidential report by independent investigators in which chief education officers of local authorities in the area allege inefficiency, procrastination and indifference on the part of the commission.

Less than a month after the report being presented to the Council of Diocesan Affairs, the supreme advisory body to the Archbishop, the council has announced it has accepted all its recommendations including the replacement of the commission by a new structure.

Chief executive during the transition period will be Mr Ralph Brown, a Vicar General and the man responsible for organizing the Pope's visit to Britain last year. He replaces Bishop David Konstant, chairman of the commission since it was formed in 1976, to coordinate all the agencies of Catholic education in the diocese.

A spokesman for Bishop Konstant, who is on holiday, said on Wednesday that the bishop was one of the initiators of the inquiry. He complained last year to the Council of Diocesan Affairs that his other responsibility, that of area bishop for central London, made it impossible for him to fulfil both roles satisfactorily.

The report, at the end of a nine-month investigation by the Grubb Institute, specialists in management research, comes to the terse conclusion that the commission "cannot provide the education services and support which the pastoral needs of the diocese require... and therefore should be dissolved."

It is the commission's relations with local education authorities which

attract strongest criticism. Directors of education complained of difficulty in getting agreements about practical problems, for example reorganization, which would subsequently "stick."

In their experience, "The impression is conveyed in negotiations of 'considerable authority' yet on many occasions what had been expected is not delivered, either on time or in the anticipated form."

Local education officers also complain of repeated invitations to the commission to join in talks about new policies such as post-16 provision, needs of ethnic minorities and selection.

"Response from the diocese to these invitations has been non-existent according to those chief officers we have seen," says the report. In the view of the officers, the attitude of the diocese is "confirming the worst prejudices of some vocal anti-clericalist politicians, who can use this evidence to strengthen their influence on the formation of education policy to the probable disadvantage of the Church."

The Council for Diocesan Affairs is blamed for the "ambiguous relationships" between schools and the Westminster Religious Education Centre, the advisory body on RE. "The staff of the agency lack the support of a ruling from the CDA about what is required of Catholic schools at a time when as many as half the pupils come from non-practising Catholic homes and there is a substantial proportion of non-Catholic staff in the school."

Actual meetings of the education commission are described as confusing and frustrating. "Resolutions made at one meeting may be reversed at the next or lost in a bureaucratic process."

Britons help Tamil refugees

by Philip Venning

British teachers in Sri Lanka are playing an important part in relief work for the thousands of Tamil refugees who have been gathering in camps in the capital, Colombo.

Voluntary Service Overseas, reports that its teachers in the country are safe,

but it is watching carefully in case evacuation becomes necessary.

The British Council reports that its English teachers and construction industry training advisers are also safe, though work has had to stop as schools are used as refugee camps.

Teachers in Colombo are helping out in two camps set up under the aegis of the Save the Children Fund, which has turned its efforts to co-ordinating work in the hastily-formed camps. Their immediate priority is setting up basic sanitation and health care.

That letter together with a further



Hungering for Welsh... Fred Francis is among members of the Welsh Language Society who have started a week-long fast on the National Eisteddfod field at Llangefni, Gwynedd, as part of the campaign for an official body to oversee the country-wide teaching of the tongue in Wales. The fast is tolerated, but not welcomed by festival organisers who say it diverts attention away from the event's essential cultural and literary purpose.

Director row may go to Ombudsman

A row between Liverpool's director of education and the leader of the country's largest headteacher union was taken a stage further this week by threats to report the director's conduct to the Ombudsman.

A letter on Wednesday from Mr David Hart, general secretary of the National Association of Head Teachers, informed Mr Alfred Stocks, chief executive of the Liverpool metropolitan authority, that the refusal of Mr Kenneth Antcliffe, director of education, to answer letters from the union was grounds for a complaint of maladministration against the Liverpool authority.

Mr Hart, formerly a solicitor, specifically complained that the last five letters he had written to Mr Antcliffe had been ignored. All of them concerned the grievance procedure which the union decided to invoke following a failure to establish satisfactory terms for NAHT members moving to new schools next term as part of a reorganization of voluntary schools.

Mr Hart said this week that after considerable persistence on the part of the union most of their claims had been met, except that of paying the heads-designate the salary rate applicable to their new school from last January 1.

"I told Mr Antcliffe on May 25 that if there was no move from his authority on this matter within 10 days then we would have to invoke the grievance procedure."

Mr Hart also met representatives of parents occupying Harrington Primary School in Toxteth. The parents want the school, which was to close with DES approval at the end of term, to be given a 12-month reprieve. They have won the backing of the city's newly-elected Labour leaders, who will ask the Department to modify a closure plan put up by their Liberal predecessors.

four others asking for a copy of the procedure have remained unanswered, Mr Hart said.

"In my letter to Mr Stocks, the chief executive, I pointed out that in any normally-run education office one could have expected to have a date fixed for the grievance hearing by now. I added that my association has strong grounds for bringing a complaint of maladministration against the authority."

A spokesman for Mr Antcliffe said on Wednesday that he would be writing to Mr Hart.

Education ministers were fully occupied with Liverpool's problems this week. Sir Keith Joseph, the Education Secretary, and Mr Bob Dunn, junior minister for schools, were meeting city leaders to discuss two devastating reports by Her Majesty's Inspectorate. Last year's report on Toxteth and this year's on the Liverpool Institute High School for Boys, and to ask what progress had been made on a secondary reorganisation scheme.

Mr Dunn also met representatives of parents occupying Harrington Primary School in Toxteth. The parents want the school, which was to close with DES approval at the end of term, to be given a 12-month reprieve. They have won the backing of the city's newly-elected Labour leaders, who will ask the Department to modify a closure plan put up by their Liberal predecessors.

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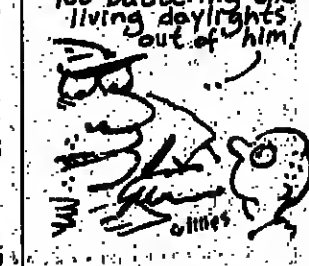
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Court challenge

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I hereby consent to you battering the living daylights out of him!



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Pleasure gardens

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Susan Thomas visits city farms; reviews of computer software on climate and transverse waves; plus primary school progress and The Channel 4 series on science and The Railway Line. 21, 23

The DES hits a two-year low

Last week's consultative paper on corporal punishment in schools was quite the feeblest of Sir Keith Joseph's efforts in nearly two years as Secretary of State. It is obvious for all to see that the judgment of the European Court in the recent Scottish case will, sooner or later, have to be applied in England and Wales. The Scots have taken the logical step of deciding that corporal punishment had better be phased out. Grasping the nettle in this manner, they now have a difficult, but fairly straightforward, task on their hands jointly with the Scottish education authorities - to adjust school disciplinary practices to the banning of the flogging, and to build up the in-service training and support needed to carry this through. The Scots may do this well as they may fail to provide the back-up needed - and there are plenty of critics to point out that there is a lot to do - but at least the task is clear and the decision paves the way for positive action.

Alas, the same cannot be said for the DES paper. Rumour had it that Dr Rhodes Boyson was a stalwart opponent of doing anything which looked like hacking down in the face of foreign prejudice. His strong right arm switched indignantly at the thought of sparing the rod. But his experience as a head must have led him to ponder on the absurdity of the policy outlined in the consultative document, under which all parents would be required to register their consent or their objection to what the paper calls "bodily punishment". Schools would then be required to respect parental "philosophy" as so registered and adopt disciplinary methods which distinguished, as necessary, between the two classes of pupil, those whose persons were sacrosanct, and those who, in the gerundive sense, were meat to be beaten.

It is hardly surprising that this ludicrous suggestion has been treated with general derision. The consultative document seems to invite this: it devotes paragraphs to the elaborate record-keeping and form-filling which would be required to keep tabs on every pupil over the course of his school career. The potential for farce is brought out in paragraph 18, which discusses the arrangements which would have to be made for pupils whose parents changed their minds on corporal punishment.

"In practice," says the document sagely, "there would need to be some time-gap between the receipt of a parental declaration and the implementation of an exemption." This suggests a short open season during which a parent's previous assent can be "implemented" - that is, Jones can be caned - between the withdrawal of parental agreement and the beginning of a new closed season. Only the hot weather and the onset of the silly season could have induced Ministers to put up nonsense like this.

The civil servants who drafted the paper have, however, conscientiously provided its potential critics with all the ammunition they need by setting down three requirements for any practical policy. Such a policy should be:

- Easy to operate by I.e.s.s. and schools;
- Readily understood by staff, parents and pupils; and
- Accessible to parents without undue difficulty.

If Sir Keith thinks the outline arrangements he has now put forward would be easy to operate, he must be even more remote and removed from reality than his least-sympathetic critics have supposed in the past. Nor could such a scheme be "readily understood", except in so far as its obvious impracticality would be immediately



A George Du Maurier print of the late nineteenth century

apparent. And if it were, in truth, "accessible to parents without undue difficulty", it would hardly be necessary to discuss at length the elaborate bureaucratic procedures required to operate it.

It is difficult to see this as anything more respectable than a piece of prevarication - a filibustering stunts during which discussion will take place, ostensibly on this consultative document, but actually about something quite different: about the psychological changes required for the Government to accept the phasing out of caning without insupportable loss of face.

Why the Government has chosen to invest any of its authority in such an unsatisfactory proposal is hard to understand. But perhaps the Prime Minister takes a closer interest in the DES than the Scottish Office and Mrs Thatcher, as one

when hos, in her time, voted for the restoration of judicial birching, is unlikely to feel well disposed towards those namby-pamby Europeans.

The problems attending any scheme based on parental consent are manifest and need not be faced. It would be quite unsatisfactory to have pupils in two different punishment categories side by side. The professional advice of the school and other teachers is bound to be against such an arrangement, as must be the advice of the Inspectorate. The Scottish law officer who argued the case in Strasbourg expressly rejected it (page 3).

Among the difficulties which would be the temptation to dream up non-bodily punishments of unimaginable unpleasantness in order to persuade everyone to kiss the hand of the Government, but they have done it. Presumably it doesn't matter much to Europeans if Britain makes itself a laughing stock, but it ought to matter to us.

The only charitable interpretation to put on the consultative paper would be Machiavellian to see it as a deliberate attempt to force teachers and the I.e.s.s. to take the matter into the Government's hands, by doing the sensible thing for themselves without waiting for a central decision. Regarded as an exercise in centralist self-denial by the DES it is preposterous, but it may still succeed in forcing others to pull Sir Keith's chestnuts off the fire.

This nonsense must not be allowed to distract attention from the real issues of motivation and discipline which have to be confronted in a changing world, and the forms of institutions and professional support which are needed to achieve a working environment which is ordered and congenial. The first thing to do is to dump this futile effusion from Sir Keith and his colleagues, and look reality in the face.

COMMENT

Whitehall arrogance

There are no half measures about Mr Jenkin's White Paper on steps to clamp down on "overspending" by local authorities. Not content with a scheme for identifying the big spenders and placing an explicit ceiling on their legal right to raise a rate, the Government also intend to take reserve power which would enable them to fix everybody's rates and force all authorities to trim their budgets accordingly.

The "overspending" is mainly confined to about 20 per cent of authorities, 18 of which top up excess spending to the tune of £771m - three quarters of the billion by which the Government's plans are being exceeded. Of this, £300m is down to the Greater London Council (not an I.e.s.s.) and £100m to the Inner London Education Authority.

The monstrous reserve powers are what unite Labour and Conservative local authorities in vehement opposition. The Association of County Councils could probably accept action against a baker's dozen of Labour-controlled boroughs and metropolitan districts with a reasonable degree of equanimity.

Handing over the legal power to intervene across the board and in detail to the government of the day is another matter. However, well disposed the majority of counties may now be to Mrs Thatcher, they do not believe she is infallible or inviolable.

As for the Association of Metropolitan Authorities, they are bound to be shrill in the defence of their more vulnerable members. Yet among the metropolitan authorities, too, a number have managed to live while the Government's targets, and there must be at any rate, who are not

wisdom of the deliberate defiance which has been offered by the more notorious big spenders.

The educational consequence can be stated simply. It must be bad. Those authorities directly affected by ceilings imposed after 1985 will look to make cuts where they may and it is inconceivable that education could be exempt. London is the most obviously vulnerable area and the impact will be particularly severe if ILEA, under sentence of death, chooses to make no advance preparations for when the axe falls.

Mr Jenkin has also given a clear indication that the screw is being tightened for 1984-85, in advance of the operation of the new White Paper arrangements: this autumn's Rate Support Grant announcement will bring some bitter pills for authorities like Sheffield and Brent which vie with ILEA at the top of the spending league. Nobody can be happy that the big cuts will fall on the urban areas where unemployment and social disadvantage are at their worst.

The gap between the GREs - the estimates of necessary standard expenditure made on the basis of ostensibly objective criteria - and the targets based on arbitrary percentage additions or deductions from one year to the next, remains. No one from 1985-86 is to be penalised for spending up to the GRE, but arbitrary targets will continue to be used as blunt instruments wielded by the Department of the Environment.

With a large Commons majority Mr Jenkin will have no difficulty in driving through a Bill even if the local authorities maintain a stout opposition - until, that is, the Bill reaches the House of Lords where resistance may be fierce. This is a sad, arrogant Bill and the Lords ought to amend it. The Government may have to be prepared to give up the idea of this

object of clobbering the gross overspenders.

The fact is that successive governments have tried repeatedly to make the local authorities toe the line and have introduced one financial device after another to this end. Education has been a consistent loser in the process - not only at the local end, but nationally because the impotence of the DES is, itself, a reflection of the unresolved questions which hover over the links between policy and finance.

The last attempt to take a full-scale look at the subject produced the Layfield Report, which offered the Government rational choices which were too difficult. There is no escaping the ultimate questions about where the various responsibilities should lie, and the difficulty of devising any single unitary formula for local government finance which meets the very different needs of all the different services. The eagerly awaited education support grants get at these issues from another angle but will not prove much less controversial.

Second opinion Scissors and paste

The *Daily Express* recently carried a story, under the byline of Sue Reid, which included the following:

"The report by Rosemary Stones, an expert on children's books, was commissioned by the government-backed Schools Council. It cites examples from children's books highlighting 'male violence against families'. One, *Dom and Va*, by John Christopher, says: 'Then in the moonlight he beat her... he did it more coldly than in anger. She must learn, as all women must, that a man was her master'."

When my attention was drawn to this I felt it best to seek out the original, which I thought might offer some extension omitted in the newspaper report. The "report" is called *Four out of the cocoa, Janet: set in children's books*, and the quoted extract appears under a sub-heading: "Is male violence against females depicted as 'natural' and 'normal'?"

The effect of this, obviously, is to present me as a proponent of male chauvinism backed by brute force.

The idea behind *Dom and Va* started with an extrapolation from a minor hypothesis in Ardrey's *African Genesis*. Having suggested that we, as a species, are descended from a tribe of "killer-apes", Ardrey further suggests the existence of a coeval, but more cultured tribe of sub-humans, which the killer-apes wiped out.

It occurred to me that, even if a hypothesis were correct, there was a probability that the two tribes would be capable of interbreeding, and that while males might well be slaughtered, females (and subsequently their offspring) were likely to be assimilated into the conquering tribe.

On this basis I wrote a story in which

aggressive tribe meets a girl from the weaker but culturally more advanced one, rescues her from the holocaust which her people are destroyed, and takes her away with him. He attempts to beat her into submission because that is the pattern of behaviour in his tribe. But her strength of character is greater than his, and he becomes suppliant to her instead.

"The law of the tribe said: basal women so that they submit to the male who is their master. It had not been with Va - he had beaten her but in his heart she had still defied him. Was her master, after all? He did not know, but he knew what he wanted - not that she should fear him but that she should smile and sing as she had sung in the wood."

My suggestion, then, was that instead of being purely descended from killer apes we might have a more cultured, more "human" stock in our early ancestry. The girl represents the superior strain, and insofar as anything is adumbrated on the relationship between the sexes, the clear implication is that the female is superior in almost every respect. Ms Stones, though, has ripped a couple of sentences out of context to indict the book as propaganda for male aggression and its most violent and inexcusable level.

I am most grateful for the sympathetic and considerate treatment my writing has had generally from members of the educational professions. I think even the formidable complexities of Ms Stone and Ms Reid will greatly help me. But less established writers might suffer badly.

I should be interested to learn what the Schools Council thinks of the scissors-and-paste critical method of their "expert" on children's books. The method, which could, of course, easily be used to present Anna Sewell as an advocate of cruelty to horses, or to present any other book as a shameful and unprofessional.

French is first by David Lister

Most schools in England, Wales and Northern Ireland teach 13-year-olds French as a first foreign language. Only six per cent teach German first and one per cent Spanish.

These figures emerge from a survey carried out last year by the Department of Education's Assessment of Performance Unit.

One thousand and forty-nine schools completed the survey questionnaire (972 including 156 independent schools) were in England, 210 in Wales, and 35 in Northern Ireland.

Aiming for high-fliers by Philip Venning

Up to a fifth of Britain's top engineering students should do an extra year's study, learning about business methods, finance and management, the Engineering Council said this week. But the students should not simply be chosen from those with the best A-levels.

The Council argues strongly in favour of four year "extended" engineering courses closely tailored to the needs of industry and combining high academic ability with practical

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Ministers hope I.e.a.s. will ban the cane

Education ministers are secretly hoping that local authorities will go ahead and ban the cane in their schools so that the Government will not be held responsible by its supporters for ending corporal punishment.

This was the explanation given by insiders this week for the Government's decision to allow parents to exempt their children from beating. The decision has been widely condemned as both impractical and unfair.

As Mr Peter Dawson, general secretary of the Professional Association of Teachers, put it: "It takes an extraordinary government decision to unite the National Union of Teachers, STOPP (the anti-caning pressure group) and PAT, but they have done it. It is unthinkable to have two different disciplinary structures operating in the same school."

The decision clearly signalled the end of corporal punishment in English schools, Mr Dawson added. That view was echoed by Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers, which favours the retention of caning. "Parents will inevitably succumb to pressure from their children", he said.

And Mr Doug McAvoy, deputy general secretary of the National Union of Teachers, which is opposed to corporal punishment, said the idea was "a con-artists' trick" which would "create chaos in the classrooms... brand pupils... and encourage bullying".

"We can envisage the sale of 'I cannot be beaten' badges", he said. But these predictions were dismissed by Mr Robert Dunn, the junior minister responsible for schools. In a BBC interview, he denied that the Government's plans were a muddled response to last year's European Court ruling, which said that a parent's philosophical conviction against corporal punishment must be respected.

It would not be necessary for pupils to wear badges or sit on different sides of the classroom, Mr Dunn said. The pupil to be punished would be sent to the head, who would enter the offence in the school's punishment book and then check if the pupil was exempt from corporal punishment.

The Government's proposals were set out in a consultative document published at the end of last week. This makes it clear that ministers are not holding consultations on their basic decision to keep corporal punishment. "Many parents (and indeed many teachers) in England and Wales favour the continuing availability of corporal punishment", it says firmly. "The strength of conviction with which this parental opinion is held has been an important factor in the Government's consideration and they do not propose to abolish corporal punishment in schools in England and Wales."

Equally firm is their rejection of the idea of giving all parents an unqualified right of access to a non-caning school. "This would be expensive because of the need to provide additional schools, impractical - particularly in rural areas - and administratively cumbersome because it would com-

What they said

"It seems... that it would not be feasible to have a system in which children in the same class were differently treated in this respect, according to the views of their parents because it must be a fairly fundamental practice of any reasonable system of discipline in a school, that it should be seen to be fair, and fairly across the children that are in the class, irrespective of their parents' position, religion or philosophy." (Extract from the submission on behalf of the British Government made by Lord Mackay, the Scottish Lord Advocate, at the hearing of the European Court of Human Rights in Strasbourg on September 25 1981)

"It could open up the flood-gates and bring chaos to schools throughout the country." (Comment by Dr Rhodes Boyson, then junior minister for schools, on the judgment of the European Court)

Meanwhile, the number of local authorities that have banned the cane grows slowly. Corporal punishment has already been abolished in 12 English authorities: Haringey, Waltham Forest, Brent, the ILEA, Derbyshire, Newham, Hounslow, Avon, Sheffield, Humberston, Doncaster and Leicestershire.

They will be joined in September by Lancashire and Northamptonshire, (where the county has simply passed a resolution saying it "does not approve of corporal punishment") but says that will have the same effect as a ban.

In Scotland, Lothian and Strathclyde have already imposed a ban. Five follows suit next term and the rest will follow in the next year. Mr George Young, the Scottish Secretary, to end corporal punishment by next summer.

Progress towards abolition south of the border has been slowed down by last October's High Court judgment on the issue in Manchester. This cast doubt on the right of most I.e.s.s. to impose a ban over the heads of governing bodies. Corporal punishment fell under the heading of the "general direction of the conduct of the school" and was thus, according to schools' articles of government, a matter for the governing body, the judge said.

Some Labour authorities that were on the verge of imposing a ban, such as North Tyneside, have stopped short while they take legal advice.

Newcastle, on the basis of that advice, has decided to avoid trouble by changing its secondary schools' articles of government. It is now awaiting the approval of Sir Keith Joseph, the Education Secretary, to a change making the governors' freedom to conduct the school provisional on their doing so "in a way that is consistent with the education committee's policy".

It may have to wait a long time. A spokesman for Manchester education authority complained this week that Sir Keith has been mulling over a similar change to the articles of government of the city's secondary schools since last August.

PAT seeks 'no-strike' pay deal for profession

A plan to extend the "no-strike" pay deal, advocated by the Government for nurses, to the teaching profession is to be put forward by the Professional Association of Teachers.

The PAT wants any teacher who agrees to give up the right to strike to be given a pay increase partly restoring salary levels to those set by the Houghton inquiry into teachers' pay in 1974 - and then guaranteeing inflation-linked salary increases in the future.

The 23,000-strong PAT already pledges never to go on strike.

However, it is certain not to receive the support of the teachers' panel of the Burnham committee, which negotiates teachers' pay and is dominated by the National Union of Teachers - although Mr Robert Dunn, junior Education Minister, has said that the Government is prepared to consider any such request from public service unions.

Mr Peter Dawson, general secretary of the PAT, said: "What we really need is another Houghton, but if there was a readiness on the part of the Government to give teachers salary rises which went some of the way to restoring their position this sort of deal could be accepted."

"Any teacher who was told, 'you're going to get a pay increase of 10 per cent next year' would consider it. If the Government is genuinely committed to the idea of encouraging the caring professions not to strike, then Mrs Thatcher ought to find ways of taking the necessary steps to resource

such a deal. After all, she got all those troops and guns to the Falklands pretty quick - so if the political will is there, it wouldn't be by any means impossible to finance it."

He said he expected the PAT pay claim to be endorsed by the union's national council in the autumn.

Last week the Government announced the establishment of a special pay review body for nurses and other professional health service workers who agreed not to strike.

The PAT's chances of achieving such a pay formula are slim. Assuming it was rejected by the Burnham teachers' panel, the claim would then have to be forwarded to the Government, which would have to introduce legislation to wind up the Burnham committee or amend its negotiating rules to allow the Government to put forward such a pay deal for teachers.

● The Government is to look at ways of "extending the success" of the controversial Assisted Places Scheme. Mr Robert Dunn, junior education minister, confirmed in his first address to a teachers' conference since taking office.

Mr Dunn, who was a parliamentary consultant to the PAT before becoming a minister, said the Government's aim was to "keep up the momentum" established by the Assisted Places Scheme and consider new ways of giving parents more choice in the education of their children.

He said that the Government was following the open enrolment experiment in Kent.

17-plus post for IBM chief

Mr Edwin Ronald Nixon, chairman and chief executive of IBM UK Ltd, is to be chairman of the new Joint Board for Pre-Vocational Education which is responsible for developing the 17-plus. Mr Nixon, who is 58, is chairman of the Manchester Business School and of the National Association of Gifted Children. He was awarded the CBE for services to education in 1974. His appointment will run for three years from September.

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NEWS

Dinner ladies take pay cut case to High Court

by Richard Garner

Schools meals staff are seeking High Court damages from Hertfordshire County Council following a pay cut earlier this year.

The National Union of Public Employees has taken up the case of six dinner ladies employed by the Conservative-controlled council who were among hundreds whose contracts were altered in April. The new contracts remove their right to a school holiday retainer fee and reduced holiday pay and refreshment entitlements. The authority says it will save them £465,000 a year.

NUPE is seeking a restoration of the pay the women have lost in what it claims is a 25 per cent cut. It also wants a restraining order preventing the council from unilaterally changing contracts again. A date for the hearing has yet to be fixed.

Meanwhile, the Appeal Court is being asked to rule on a decision by an employment appeals tribunal that school meals staff employed by Conservative-controlled Kent County Council were unfairly dismissed when

they were asked to undertake similar changes in their conditions of employment.

The appeals tribunal upheld a ruling by an earlier industrial tribunal and warned the county council that the amount it might have to pay out in compensation could be increased if the Appeal Court rejected its case.

It was revealed last week that an industrial tribunal in Devon had rejected a claim on behalf of six dinner ladies that they were unfairly dismissed when faced with new contracts. NUPE now says a further 89 cases are being prepared, a sample of which will go before industrial tribunals. It is also considering appealing against the Devon tribunal's ruling.

NUPE says the cuts are hitting part-time women workers and claims the authorities are "picking off the weakest members of our society".

The employers claim that the Devon decision will give the green light to other local authorities to make alterations in their school meals staff's conditions of service.

Grant delays cause concern

Thousands of college students in Buckinghamshire have been warned they may have to start the autumn term without knowing how much grant they will receive.

Drastic staff shortages in the council's education department, and delay in the announcement of grant details by the DES, are the cause.

The county has one of the highest proportions of school leavers going on to higher education in the country.

Lady Popplewell, chairman of Bucks education committee, said normally the DES announced details of grant levels and parental contributions in April or May, but this year, the information had not arrived until late June.

A DES spokeswoman said the main rates of grant had been announced on May 12 but details of the supplementary allowances had

had to await decisions by the Department of Health and Social Security. Local authorities had been warned that the details would be late, she said.

Full information about next year's grants was released to the press last week. Grants for dependents are to rise from £1,070 in the year just ended to £1,115 for a spouse or other adult dependant. The amount of a student's income that can be disregarded for assessing the grant will be £375.

Local officials in all authorities now have their work cut out to calculate students' entitlement in time but Lady Popplewell said matters had been made worse in Buckinghamshire by the recent loss of three of the four experienced team leaders in the section dealing with student awards. It takes two years to train a team leader.

Each summer the department had to revise about 4,600 existing awards

to students entering the second subsequent years of their courses. In addition, it had to sort out some 25 first-time awards for new students, she added.

Much of the new work can only be done after mid-August, when GCE A-level results are announced.

A county council spokesman said he was hoping about three-quarters of 7,000 students awaiting grant details would know what they are due to receive before the start of the term. But there would undoubtedly be many who would have to start college unaware of the figure.

"The chances of a student starting college and then learning he is not even eligible for a grant will be slim," The council is appealing to students and parents not to ring for details, as it further delays the procedures.

£3m fees owed

Up to £3 million is allegedly owed to British universities and polytechnics by Nigerian students. There is said to be a conspiracy between "unscrupulous" students and institutions set up to extract precious foreign currency from Nigeria.

The Nigerian High Commission in London is determined that only state and private students studying at recognized institutions should be eligible for approval for relaxed foreign exchange arrangements. It claims to have evidence against certain institutions in the London area. *THESE*.

16-plus is likely to bring more Government control

by Hilary Wilce

The introduction of the 16-plus could lead to far greater Government control of schools, a professor of education has warned.

The Department of Education and Science realizes that control of the curriculum can be gained through the examination system, "criticism by criterion, content by content". Professor Desmond Nuttall, professor of education at the Open University told the Centre for the Study of Comprehensive Schools in York last week.

He believed that Sir Keith Joseph, the Education Secretary, would reject the 16-plus once the criteria were established and would suggest sealing it if they worked within the existing system.

"In that way he will have got control of the curriculum without having to pay the price of examination reform which is, at best, distasteful to him, and at worst an anathema," Professor Nuttall said.

But existing public examinations did not offer a reliable indication of future success, and were a poor and wasteful way of selecting candidates for jobs or further study, he said.

Of the Open University students who qualified in 1981, 64 per cent of students who began their studies with two or more A levels got degrees. But

a high number - 42 per cent - began their studies without qualifications also got degrees.

An investigation correlating Certificate of Secondary Education performance with the chances of student passing further education courses has shown that biology had proved to be the best predictor of success in a secretarial skills course. The correlation between students' performance at GCE O level, and their later performance at A level in the same subject was very limited.

The best predictor ever devised of the field of education was the 11-plus which had been abandoned. "In 11-plus we had a good way of predicting, as these things go, but we also found (in the comprehensive schools) more sensible way around the problem. Maybe this should provide a lesson for all other areas," he said.

Yet industry was still hooked on exam results as a way of choosing employees. "We must work with employers to get them to see the exams have their limitations," Professor Nuttall emphasized. However, teachers had to bear in mind the employers had to select, and could have an open door policy like further education.

Meals supervisor now serving the TUC...

A school meals supervisor has become the first woman in 40 years to take up a seat not specifically reserved for women on the TUC general council.

Mrs Lil Stevens (pictured right), who is catering manager at Jaffray School in Birmingham and president of the National Union of Public Employees, will take her seat on the general council next month after the TUC congress.

Mrs Stevens, who is aged 57 and a grandmother, is also a school governor and a member of Birmingham City Council's education committee. She gets her chance to serve on the TUC

general council as a result of a shake-up in its composition, which has given her union two representatives.

The shake-up, which allows any union with more than 100,000 members a seat on the general council, also means that the leaders of both Britain's largest teachers' unions - Mr Fred Jarvis, general secretary of the National Union of Teachers and Mr Fred Smithies, new general secretary of the National Association of Schoolmasters/Union of Women Teachers - will serve on it together for the first time.

Previously, only Mr Jarvis has been a member of the TUC's "inner cabinet".



Little work of distinction and low expectations

by Virginia Makins

The Inspectorate found "little work of distinction" at Archbishop Tenison's School, South London. Generally sound work in some subject areas was matched by much that was unsatisfactory. This was true for pupils of all abilities.

The school had tried to produce some appropriate courses for less-able fourth and fifth year since it changed from a boys' grammar to a small comprehensive in 1977.

But less thought had been given to their needs in the first three years and "urgent action" to improve provision for them was required.

Many teaching rooms were "uninteresting, bleak, cluttered and dirty" and teachers should give "urgent thought" to creating more pleasant and effective working conditions.

The inspectors found poor class management, too little chance for extended discussion and too much copying and dictating even in the sixth form.

Teachers had low expectations of some pupils and failed sometimes to check and assess work.

Expectations of standards of behaviour were also low. Some classes were extremely ill-disciplined and taught by teachers who lacked

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from I.E.S.

confidence in handling such difficult groups.

Pupils excluded from classes wandered about the school. Clear disciplinary procedures were "urgently needed".

Senior teachers should take more interest in how form tutors were coping, and make sure discipline was consistent.

The pupils' willing and enthusiastic participation in extra-curricular activities suggested there was "a pool of talent and goodwill that could be tapped and developed".

The school takes 518 boys, including 69 sixth-formers. There are more

applicants than places for pupils in bands one and two, the ablest and average ability ranges on London's verbal reasoning tests.

A full review of the curriculum at South Hunsley School, Humberstone, has paid dividends and made for a "vigorous, thriving school," says the Inspectorate.

The school takes 1600 pupils, 176 in the sixth form, from a fairly representative social area - a socially balanced intake with the full range of academic ability.

The review started in 1978 and has led to new aims for 11 to 16-year-olds. Content is designed to cover eight areas of "human experience" and lead to a broad and balanced education.

Aims for basic skills, values and attitudes have been agreed.

English is taught in mixed-ability classes for five years, with excellent exam results. More higher grades have been gained over the past six years.

The inspectors' main criticisms are of mathematics teaching, which gives few chances for elaboration or discussion.

The staff are well balanced in age, experience and qualifications. But the proportion of men in senior posts is particularly marked.

The school takes 518 boys, including 69 sixth-formers. There are more

Bristol poly concern

No discernible future for the Department of Engineering at Bristol Polytechnic can be found in a damning HMI report. It says students and visitors see the department as an extension of Bristol Technical College, with which it shares a site.

With two prestigious university engineering departments in Avon, there is little demand for mainstream engineering degree courses at the poly. Existing HND courses in the department are satisfactory but the inspectors suggest that the Technician Education Council (TEC) full-time courses replacing them should be concentrated at Bristol and Bath colleges, to avoid dissipation of effort and resources.

The inspectors find the department's accommodation "unsatisfactory and wholly unsuitable for modern graduate teaching". The report adds: "The accommodation is so poor that it is doubtful whether any up-to-date professional engineering provision can possibly take place on the site."

The department has a "static ageing" teaching force, who do little fundamental research and do not maintain up-to-date industrial contacts. There is lack of cohesion in direction throughout the department, says the Inspectorate.

Teaching follows a "very traditional expository style" with "extensive tedious" note-taking by students. Demand for part-time degree courses barely satisfies the requirements of minimum numbers.

Student performances on a course - technology with industrial studies - gives cause for "extreme alarm".

"Serious limitations" were found in the educational programme of South Lodge, an independent boarding school in Hertfordshire, with up to 26 girls, all in local authority care.

An Inspectorate report said the school, many of whose girls came to it after a succession of placements, should review its curriculum objectives, teaching methods, and the content of its courses. But its biggest criticism was the high staff turnover, on both the teaching and the care sides, which has led to committed but inconsistent handling of pupils.

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Recovery is expected to favour girl job-seekers

by Philip Venning

Girls are likely to do well from what few extra jobs are created by economic recovery, according to the Institute for Employment Research. But unemployment will remain high for the rest of the decade and the prospects for poorly qualified school-leavers are likely to get worse.

The institute, based at Warwick University, says that the only hope for new jobs is in the professions - with the big exception of education, where the number employed is likely to fall by 4.3 per cent between 1980 and 1990. Among manual workers the decline is likely to be about 13 per cent, though this will be very much higher for some groups, such as craftsmen with skills related solely to one job.

Based on the assumption that a modest economic recovery has begun and will continue (producing a growth rate of under 2 per cent a year), the institute nevertheless concludes that this will not lead to any substantial increase in employment. An increase in the labour force of about 600,000 will help keep the number registered as unemployed at about three million, in spite of a fall in the number of young people starting work.

Contrary to popular belief the number of part-time jobs has not fallen, the institute says, and many new jobs are likely to be part-time. More than half of all new jobs are likely to go to women.

HOW JOBS MAY RISE AND FALL	1980 000s	1980-1990 + or - %
Managers, administrators	2,120	+6.7
Education professionals	984	-4.3
Health professions	888	+8.4
Other professions	582	+11.5
Literary, artistic, sport	578	+14.3
Engineers, scientists	601	+12.5
Technicians, draughtsmen	4,056	+0.5
Clerical	1,417	-5.8
Sales	104	-10
Supervision, foreman	2,175	-3.1
Engineering craftsmen	907	-15
Other transferable craftsmen	675	-27.4
Non-transferable craftsmen	822	-16.3
Skilled operatives	4,712	-18
Other operatives	388	+25
Security occupations	2,832	-3
Personal service occupations	789	-36.1
Other occupations	11,766	+3.8
Non-manual	15,271	-12.8
All occupations excluding HM Forces	25,028	-5

For school-leavers the prospects are not much better than they have been - the demand for those with few or no qualifications will continue to fall. With the exception of work in security occupations, jobs for craftsmen and operatives will be few and far between. But most of the 1.6 million decline in manual employment expected between 1980 and 1990 has already happened.

On the plus side, jobs in the professions and white-collar occupations are likely to rise, although there

will not be many new chances in clerical work, which mopped up large numbers of school-leavers in the last 30 years. The best opportunities will probably be in literary, artistic and sports occupations, while the growing need for professional engineers, scientists, technicians and draughtsmen will be good news for those with science qualifications.

Review of the economy & employment, Summer 1983, Warwick University Institute of Employment Research, Coventry CV4 7AL.

MSC warned against more forays into adult education

The Department of Education has issued a thinly-veiled warning to the Manpower Services Commission not to encroach too far into adult education.

In April the MSC proposed a national inquiry into spending on adult education and training. In a formal response to the MSC plan for continuing education the DES says that it is often difficult to separate vocational adult education from training, and that the education service is normally most suited to providing it.

Elements of both vocational education and training could be mutually reinforcing. Specific skill training often benefited from a study of general principles underlying the skill. As a result trainees were more inclined to be adaptable, versatile, and show initiative.

"It is this philosophy which underlies much of the educational provision for adults; and, because the education service is staffed and structured accordingly, it is often best able to provide such an approach."

Though the DES favoured stronger links with the MSC, the substantial involvement of the education service

in adult education had to be recognized. It welcomed the Commission's interest in up-dating the skills of adults, but stressed that it was "of the utmost importance that scarce talent is not wasted; that provision and efforts are not duplicated; and that individual initiatives and undertakings are co-ordinated so as to complement each other rather than compete."

There should, for example, be links between skillcentres, local authorities and colleges. Courses and examining and validating arrangements should not overlap.

The main new move by the DES in the field of up-dating adult skills was the PICKUP programme. But extra money might be useful to:

- Provide financial incentives to people to undertake continuing education;
- Help colleges adapt better to adult training needs;
- Extend PICKUP;
- Promote and disseminate core teaching materials; and
- Support voluntary bodies where appropriate.

TUC to hear of concern on training

by Richard Garner

Concern over the way the Youth Training Scheme will operate is to be voiced by teachers' delegates at the TUC congress next month.

Both the National Union of Teachers and the National Association of Teachers in Further and Higher Education have tabled motions expressing fears about the scheme. However, the debate will centre on their calls for strict monitoring of YTS schemes. At the same time the print union, the National Graphical Association, will urge the TUC General Council to reconsider its involvement in YTS.

NATFHE's motion is suspicious of the Government's motives for introducing the YTS. But it recognizes that the scheme could provide the basis for a two-year period of vocational training for 16-19s.

It calls on the TUC to press for three things: equal opportunities in the

scheme; elimination of privatization from YTS developments; and courses lasting two years.

The NUT motion says the union is "deeply concerned at evidence that the scheme is being exploited by employers". It seeks an assurance that youngsters on YTS are protected under the Sex Discrimination, Race Relations and Health and Safety at Work Acts.

The NGA motion instructs the TUC General Council to reconsider its support for Government policies in relation to the Manpower Services Commission and its involvement in the YTS.

However, there were doubts that the union would be attending the conference. The general council was threatening to suspend it over its refusal to accept proposals in the long-running dispute at the Financial Times.

Meanwhile, the National Association of Schoolmasters/Union of Women Teachers is taking the lead in the TUC's annual education debate with a motion calling for an expansion of the education service to provide:

- Nursery education for all;
- A statutory period of education/training for 5 to 19-year-olds;
- A comprehensive open-access system of education and retraining throughout life.

In a second motion the NAS/UNT expresses alarm over the cooling of education service, which it says has been highlighted by successive reports from Her Majesty's Inspectorate.

It urges the congress to deplore the growing practice of expecting parents to provide essential learning materials and to reaffirm its opposition to any voucher scheme in education or public subsidy of private education.



Catherine Jones and David Kinsey, BED students at Trent Polytechnic, Nottingham, have a taste of life on a hotel room service counter. They were among 22 student teachers who worked for a week with local companies in a project to develop the links between education and commerce and industry. It was arranged by the polytechnic and the East Midlands branch of the British Association for Commercial and Industrial Education.

Progress from vocational courses still obstructed

Young people starting one-year courses of vocational preparation are as unlikely as before to gain credit for their work or the chance to move to formal further education and training, according to a report from the Further Education Unit.

The report, by Mr Jack Mansell, the FEU director, concludes that the various further education examining bodies and training boards have made little attempt to develop ways of allowing vocational preparation students to move on to conventional courses.

This was partly because vocational preparation was still wrongly seen as simply a temporary response to youth unemployment, to be replaced when the traditional system of education and training returned.

Another obstacle was the fact that

there was no coherent government policy on vocational preparation, and there were important differences between the policies of the Department of Education and the Manpower Services Commission.

The report on the opportunities in further education and training for vocational preparation students, did find a few encouraging signs - "a greater awareness of the problem, a few brave experiments, the development of profiles and of course the existence of the Youth Training Scheme and the 17-plus, but without more specific guidance, not to say direction, this issue will remain neglected and will become increasingly divisive".

Progressing from vocational preparation, FEU, Elizabeth House, York Rd, London SE1

Courses

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NEWS

Where experience counts for a lot

Two minutes walk from New Street station in Birmingham, above a ladies fashion shop, are the British offices of Columbia Pacific University (CPU).

Dr Alan Jones, a former deputy headteacher in Barnsley whose own doctorate was awarded by CPU, works in Suite 2C with two office staff, an admissions registrar and a clerk. Dr Jones is called the Dean of CPU's UK External Study Programme Centre.

Since 1979 CPU has been recruiting staff and students in Britain. And, according to Dr Jones, 200 students have registered over the past four years and 50 to 60 of them are still working towards a qualification. The rest have already received PhDs, masters degrees and first degrees in subjects ranging from interior design, creative writing, baking technology and hairdressing to management to the more conventional history, theology and music.

Students, who must be aged 25-plus and are usually over 35, pay fees in dollars at a rate ranging from \$2,725 (£1,816) for a first degree to \$2,925 for a doctorate.

A pamphlet, headed UK Faculty List, includes the names of more than 100 academics - lecturers, employed by or retired from mostly British universities and polytechnics - who for a fee act as "mentors" (that is supervisors) to CPU students or as "external examiners". Among the faculty members are some non-academics whom CPU considers specialists in their fields - for example, a primary school headmaster, a local authority educational psychologist and a civil servant.

Alternative higher education has attracted the attention of the Federal Bureau of Investigation in the United States, where "degree mills" are familiar institutions. Peter David reports.

Not all non-traditional universities are bogus, however. As a matter of policy, *The TES* has decided, as a general rule, not to accept advertisements from universities offering degrees which are validated in non-traditional ways, but in doing so expresses no opinion as to the genuineness of what is on offer in any particular institution. Readers have to make up their own minds on the evidence before them.

Sarah Bayliss reports on Columbia Pacific University, a non-accredited university specializing in the validation of experiential learning, which now operates in Britain, and which boasts many reputable names among its faculty and honorary award holders.

"One of the main advantages of CPU is that we can draw on experts from a whole range of institutions and specialists with credentials in many fields," says Dr Jones.

CPU claims to be the largest non-resident university - in terms of student numbers - in the United States. It also claims to be a leading organization in the American trend towards non-traditional forms of assessment. There are no examinations and credits are given for "life, work and all learning experiences". The remaining credits - up to 50 per cent - are earned largely from an Independent Study Project (ISP) usually a written thesis linked to the student's job or previous

research. A leaflet for British students called, "CPU in a nutshell", says: "CPU believes that people learn as much, and often more, from life and professional experience than they ever do from sitting in lecture rooms. An individual who is deeply involved in his/her professional work and making a significant contribution to it will develop skills, competencies and acquire knowledge which go way beyond the level of those acquired by the 18 to 25-year-old."

According to Dr Jones, CPU is seeking to attract the "already-accomplished individual". He said: "Such people are those who are deeply involved in their particular profession,

have substantial academic and professional experience under their belt and who wish to 'validate' those experiences and earn academic credits towards earning a degree."

In effect, the "unaccomplished" are excluded. The leaflet states: "We have a selective admissions policy. You will only be offered formal admission on to a programme if you are able to gain substantial credit exemptions for prior work, study, etc. If you need to start a subject from scratch we will normally recommend another institution able to provide formal instruction."

On application the potential British student is asked to list all their previous academic, professional and work experience. References from employers are required. Once the student has been accepted he or she will be expected to write a description of what they have learned from their various "experiences" - including the experience with CPU.

This information is sent to America where CPU claims to use an elaborate system for equating experience with degree level performance. While the methods by which this is done are not described by CPU, the assessment of experience is one of its main attractions for people in Britain.

Mr Barry Taylor, chief education officer for Somerset, last autumn accepted an honorary fellowship from CPU. He told *The TES*: "I was attracted by the way they tried to take proper account of people's practical experience. They were interested in skills-related experience and wanted to get away from assessing people

simply in terms of their academic qualifications."

Mr John Tomlinson, chief education officer of Cheshire and president of the Society of Education Officers in 1982, also accepted an honorary fellowship from CPU last year. He told *The TES* he was in favour of "loosening up" the higher education system so that access to it was not blocked to people without the right schooling. Therefore, he was prepared to encourage CPU in its work.

Miss Audrey Smith, vice principal of the British School of Osteopathy in London, had discussions with Dr Jones last year to establish how the BSO's diploma might be upgraded and improved to degree status. In the end the School decided to try for a British qualification and is currently awaiting validation from the CNA.

She said: "I was impressed that CPU could assist people who had expertise and knowledge in their own field, certainly up to first degree level, but who'd never had the opportunity of gaining a degree. A profession like my own does not fit neatly into the traditional university or polytechnic pattern."

Once a student has been accepted by CPU they officially enrol by paying fees. The American prospectus states half must be paid immediately and the rest over 120 days with no refund after 60 days.

According to Dr Jones, however, the British office allows payment over 18 months by equal instalments. "People here do seem to have more difficulty finding the cash," he said.

Students do not register for a particular course or syllabus. Having agreed what level of degree would suit the student, the "mentor" may set some reading and written work "to fill in gaps". But, according to the staff and students spoken to, most move immediately to what CPU calls the final part of the course. For this they do several short assignments, plus a

NEWS

CPU - where experience counts a lot

Continued from opposite page

Aston's recently abolished department of educational inquiry - whom he contacted regularly by telephone. Telephone tutorials were already familiar to him since he had worked as an Open University tutor since 1977. He was confident that the qualification would be valid because of the reputation of Dr Dryden in the school counselling field.

The ISP and the transcript he had to write on his experiences took him two years to complete. On receiving his degree at CPU's first degree ceremony in a Birmingham hotel last



autumn he also got a credit sheet showing how he had been marked. His examiner was Dr Les Carr, dean of CPU in the United States.

He said that the Open University had accepted his doctorate - and called him "Dr". But Trent Polytechnic had been reluctant to do so and called him simply "Mr". "I've notified them but I haven't pushed it. What matters most is the personal satisfaction I have gained and I can only hope that over time the qualification will become generally accepted."

Dr Tom Gabriel, aged 34, a Durham graduate in social anthropology with a master's degree from Cambridge, said he had heard about CPU through American contacts and was impressed by its American faculty list. "They were all members of regionally-accredited universities. The president was a Harvard man and my supervisor was from Vanderbilt."

He also made inquiries in Britain before enrolling. He wrote to Professor Tudor Jones, dean of the school of theology at Bangor University, who was an examiner for CPU at the time. "He wrote a very complimentary letter back. He had examined two PhD theses and found them to be at least of the standard that he would expect at his own university."

Tom Gabriel, who works as a private consultant on agricultural and Third World affairs, was able to use several years of research to gain a PhD 12 months after signing up with CPU. He is now an associate professor of the CPU and is currently mentor for three students.

For each he is paid around \$200 - the flat rate paid to mentors and examiners. "It's not a lot of money particularly when you have a student who needs a lot of help. But I'm not doing it for financial reward. I am committed to the idea of making education more accessible."

"I approached it in a sceptical frame of mind but I was pleasantly surprised, particularly by the quality of students." Last year he failed an MA student after a few months because his work was not of an MA standard. He believed CPU had advised the student to study for a lower degree. "As tutors we are not given the impression that no one must fail." He went on: "The fact that CPU might be criticized for being unorthodox doesn't bother me so long as people involved feel they have gained something important."

CPU's non-traditional approach is one of the main reasons it gives for not having the regional accreditation from America which would guarantee it a respectable place in the annual catalogue of accredited colleges published by the Council of Post Secondary Education.

At present the university is simply "authorized" to grant degrees. According to the US/UK Educational Commission based in London, this doesn't suggest approval or recognition of any kind.

Accreditation is a sensitive topic for Dr Jones. "We do say to people that if the fact that CPU is not regionally accredited is going to be a problem for them, they shouldn't join the programme."

He said CPU has not even applied for regional accreditation because it knows that over the past 20 years no university offering non-resident degrees at all levels has ever been accredited.

Technically, this is true although it is worth noting that there are non-resident colleges offering higher degrees or doctorates which have been accredited. Norman Evans, from the Policy Studies Institute in London and an expert in experiential learning, cites the Fielding Institute in Santa Barbara, California as an example.

Dr Jones says he is concerned as anyone about bogus degree mills and claims to be preparing a book on the subject. In the American prospectus CPU warns against "self accreditation" pointing out that often this involves unapproved accrediting agencies established with the help of the university involved. CPU offers a free advisory service on the accreditation status of any school in the United States and the legality of any accrediting agency.

Earlier this year Dr Jones launched an advisory service called "Degree



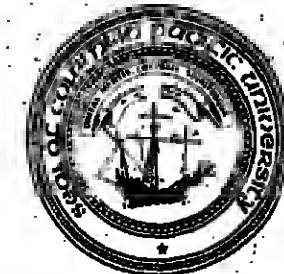
Dr Les Carr, dean of CPU in America where it claims to be the largest non-resident university

Consultancy" for potential British students to get "independent counselling" on non-residential external degree programmes offered by American colleges and universities. Its brochure warned students against "bogus" degrees for which students pay but do no work.

Asked how he could offer impartial advice when he was employed as the adviser to one American institution - the CPU - Dr Jones said he ran the consultancy independently of CPU and that in written advice to each applicant he explained his CPU connections. He said the consultancy had now folded.

Dr Jones and CPU are planning to extend work in Britain with the launch later this year of an Ed D - a doctorate in education which they claim will attract teachers, education officers and heads. It would assess people's experience but, unlike other programmes, would involve set course work and residential weekends over about two years. Fees would be higher than for other doctorates, because of the residential element, but Dr Jones said he hoped some applicants might get funding partly from their local authority.

The course outline has been sent to several chief education officers. Somerset's Barry Taylor believed it was a "sensible" programme of work. According to CPU he has agreed to act as a professional assessor to the



course and Dr Harry Gray of Huddersfield Polytechnic has agreed to be dean of a new education faculty based in England.

Given the interest in in-service training for teachers and the Government funds that are available, CPU is considering providing courses for teachers. Dr Jones said: "We would like to talk to the DES about this but whether they would consider a non-UK body taking on this role remains to be seen."

In brief

Have pipette: will travel

Five of the country's brightest sixth-form science students are being treated to a two-week working holiday in Australia later this summer.

The students - four of them are girls - will represent the United Kingdom at the International Science School to be held at the University of Sydney from August 29 to September 9.

They were selected from 250 candidates nominated by their science teachers and received scholarship certificates from the Duke of Gloucester at a ceremony in London last Wednesday organized by the Association for Science Education.

The five are: Clare Ball, Notre Dame Elgh, Norwich, Norfolk; Susanne Caesar, Sir John Deane's Sixth Form College, Northwich, Cheshire; Helen Cleyton, Woking College, Woking, Surrey; Hazel Webster, The Mary Erskine School, Edinburgh; Stephen Gordon, Coleraine Academic Institution, Northern Ireland.

Scouts cleared

London scouts have had their grant restored after a two-month freeze imposed by the Inner London Education Authority. Applications for funds were frozen in May during an investigation into allegations of militarism and discrimination against homosexuals, blacks and women. But the further and higher education sub-committee agreed to restore the grants, which amount to £60,000 a year, after all the youth committees in the 12 Inner London boroughs cleared the scouts of the charges.

Kent reviews p.t.r.

Planned improvements in the pupil/teacher ratio will fall to bring Kent into line with the national average, the county's federation of parent/teacher associations has alleged.

A new ruling that no class should be allowed to rise to above 32 without the approval of the education committee is seen as "a very definite step in the right direction". But the federation points out that Kent would have to recruit another 937 teachers at a cost of £7.25m in order to match the national average.

Adult pupils

A package of proposals designed to develop closer links between schools and the communities they serve has been agreed by North Tyneside education committee.

Under the plan, adults will be allowed into schools to study alongside pupils and parents will be encouraged to help develop the reading skills of primary children.

In-service training courses on the role of community schools will also be provided for heads and teaching staff.

Trip to US

Karen Loftus of Rotherham, South Yorkshire, and Simon Madders, of Beaconsfield, Buckinghamshire, will take part in the US National Junior Achievement Conferences in Bloomington, Indiana, later this year after their victory in the National Young Achiever Examination.

The exam, set by Mid Kent College, Maidstone, was open to the 15,000 teenagers involved in Young Enterprise - a body that encourages young people to form companies for eight months, producing and selling products.

Awarding the prizes recently, Mr Richard Ryder MP, secretary of the Conservative back-bench education committee, said the Government was keen to bring lessons of business into the school curriculum.

Why the FBI is going through the diploma mill

The sale of bogus mail order degrees and diplomas to anyone willing to pay for them is growing into a multi-million dollar business in the United States despite efforts by educational associations and the Federal Bureau of Investigation to root it out.

"Diploma mills" hawk worthless certificates ranging from one-man operations known as "briefcase colleges" to sophisticated businesses which have premises and staff and pass themselves off as accredited institutions offering genuine educational qualifications.

In an operation nicknamed "Dips-can" the FBI has been working hard to locate diploma mills and bring prosecutions against their owners. But the task is complicated by the weakness of state laws and the absence of a centralized system of academic accreditation which would enable customers, and employers, to distinguish between reputable colleges and those which award degrees without requiring any work.

FBI special agent Oliko Ezell has been working on Dipcan for several years. In the course of his investigation, Ezell has been able to acquire 16 university degrees, including several doctorates and two doctorates of medicine.

Ezell told *The TES* that many of the diploma mills had become highly sophisticated and were careful to make it seem that they genuinely expected their students to do some work before qualifying. A court affidavit submitted by the FBI provides a detailed insight into the approach of one of the more elaborate diploma mills - the American National University in Phoenix, Arizona.

In the affidavit, Ezell describes how he responded, in March 1982, to an advertisement in the *National Enquirer* offering "fast, inexpensive" non-residential degrees to students enrolling at the American National University. The "university" sent him an application form, a course prospectus

and a letter asking him to fill in a life-experience questionnaire. A covering letter said a bachelor's degree would cost \$1,795 (£1,200), a master's \$1,895 and a doctorate \$2,195.

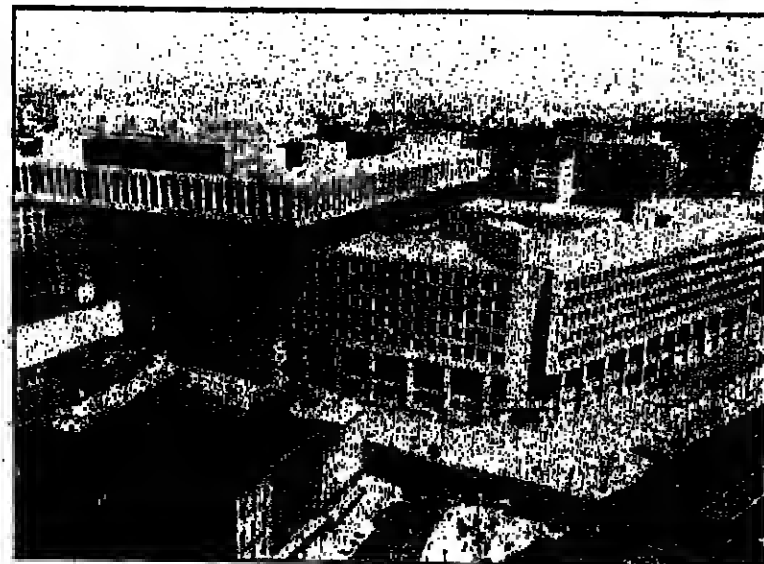
Ezell decided to enrol for a master's degree in business administration (MBA), and sent the university a \$25 application fee, together with biographical details (omitting his employment with the FBI). In return, he received a letter welcoming him to the course and stating that, in view of his previous experience and qualifications, he could receive his MBA by completing an "independent study paper", at least 20-pages long, on a subject to be chosen in consultation with the university.

After paying the balance of his tuition fees, Ezell let several weeks pass before writing to the university to say that his business schedule had become particularly hectic and he had no time to do any research or reading. Would it be possible, he asked, for his MBA to be awarded on the basis of the experience and qualifications he already had? Yes, said the university, as long as he submitted a five-page note describing his present job.

In November, eight months after responding to the *National Enquirer* advertisement, Ezell received a letter of congratulation and two "official" American National University transcripts indicating that he had received his MBA. This certificate noted that the credits had been earned through "curriculum-related experience."

Later investigations by the FBI revealed that the American National University was part of a network of fraudulent universities and colleges run by a husband and wife operating from obscure rented offices or mail drops around the country.

"The president" of the American National University also turned out to run the North American University and the American International University. And he was president of the



FBI headquarters in Washington

National Accreditation Association, a fictitious organization apparently created for the sole purpose of lending a veneer of credibility to the diploma mills which he had created.

The American National University and its companions are only the latest of hundreds of diploma mills to have been investigated by the FBI. Since 1981 the FBI has issued search warrants and impounded the papers of 38 suspect colleges and educational associations.

Evidence of how easy it is to establish a bogus university was provided last March by a newspaper called the *Arizona Republic*. To illustrate an article on diploma mills the newspaper created a non-existent university, the University of the Republic. By spending five minutes and \$100 the paper's journalists legally "incorporated" the university, thereby enabling it to claim that it had been chartered and recognized by the state. Last any of its clients should doubt that the university was genuine, it was "accredited" with the Southwest Accreditation Commission - an entity set up by the newspaper itself.

According to the FBI, many satisfied clients of bogus universities have been discovered practising medicine or psychiatry entirely on the strength of degrees purchased by mail and requiring no study. Recently the *Washington Post* disclosed that Mr Robert Billings, a Reagan administration appointee with a \$67,000-a-year

job as regional director of the Department of Education had bought his doctorate from a Tennessee university letter closed down because it was a diploma mill.

The identification and prosecution of diploma mills is difficult because of the absence of workable licensing laws in many states. FBI prosecutions have to be based on mail and wire frauds, a difficult charge to prove since most users of diploma mills are satisfied customers only too pleased to receive degrees without doing any work. The bogus degree industry has also taken advantage of the growing number of entirely legitimate non-traditional colleges which give students credit for life and employment experience.

Mr Jerry Miller, an official of the American Council of Education, said many correspondence degrees offered by non-traditional colleges were perfectly good, although he advised potential students to be wary of schools which offered PhD programmes by correspondence. "The council recommends all students to ensure that the institution is listed in the annual catalogue of accredited colleges published by the Council of Post Secondary Education."

The catalogue, *Accredited Institutions of Post Secondary Education*, is available for \$17.50 from the McMillan Publishing Company, 200 D Brown Street, Riverside, New Jersey 08370. It includes more than 4,000 universities and colleges.



description of what they've learned from life and work experiences, plus the ISP.

Students we spoke to had all submitted what they called a "thesis" of 70,000 words or more for their ISP - in some cases it was largely written before CPU was applied to. But at the Birmingham offices there are examples of less conventional ISPs. The owner of a hairdressing shop had written up the history of his business but also produced a video tape for use in training management, to earn a BA. CPU says that a musician could submit a musical score; a film director could submit a film.

Dr George Antonovics, a senior lecturer in education at Trent Polytechnic, was awarded a CPU PhD last year for an ISP called *The Work of School Counsellors in England and Wales in the 1970s*.

He chose CPU because it was the only institution he had contacted in Britain which recognized research in his specialization done without supervision. He had begun his research six or seven years ago whilst still teaching in a school.

Mr Antonovics said: "English universities are just not flexible enough in their approach. I applied to several but they wanted to supervise me from the word go although I believe I had completed most of the research and was ready to put it all together."

He compared the cost of a CPU doctorate with one he might have studied for at Nottingham University. "It costed very favourably. Certainly it was no more expensive." He was assigned a "mentor" at Aston University - Dr Windy Dryden, a lecturer in counselling psychology at

Continued on opposite page

People

Political appointments: Mr Peter Lloyd, MP for Fareham, appointed, Parliamentary Private Secretary to Sir Keith Joseph, Secretary of State for Education and Science.

Public appointments: Sir Keith Joseph, Education Secretary, has appointed Miss Kate Mortimer to the Social Science Research Council. Miss Mortimer's term of office will run until July 31, 1986. She replaces Mr Jonathan Gesteiner.

Administrative appointments: Eight people have been made fellows of the College of Preceptors this year for their "outstanding service" to education. They are: Mr Peter Newnam, former Chief Officer of the Inner London Education Authority; Miss Catherine Avenel, Senior Inspector of Careers Guidance with the ILEA; Savarito Avenel, Director General for Cultural Exchanges in the Italian

Ministry of Education; Mr Geoffrey R. Barrell, currently the college's Vice-President and professional consultant to the Professional Association of Teachers; Mr Harry Knutton, Director-General of the City and Guilds of London Institute; Miss Francesca Kay-Laffite, current chairman of the conference and standing committee of non-governmental organizations in consultative relationships with UNESCO; Professor Denis Lawton, Director-designate of the University of London Institute of Education; and Professor Wilfred Saunders, Emeritus Professor of the University of Sheffield.

The Standing Conference of Tertiary and Sixth Form College Principals has elected as chairman, J. L. Glazier, principal, South East Essex Sixth Form College, Benfleet; and as secretary, D. A. Jackson, principal, King Edward VI College, Nuneaton.

School appointments: Mr M J Freeman, deputy head of Troilgar JM school, Twickenham, appointed head of Moodlands JMI school, Ham. Richmond upon Thames, from September 1.

Mr J P Mansfield, head of Oldfield House Special JMI school, Hampton, Richmond upon Thames, head of Clarendon Special School, Hampton, from September 1.

Miss Pamela Turner appointed head of Sir Williams Collins School, Camden, in succession to Mr. Graham Steward.

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TE2

OVERSEAS

Class after hours — when the lights don't fail

BURMA

Gudrun Dalibor on night schools for working children

During the day 11-year-old Ma Thang sells fruit in her neighbourhood in Hlaing, one of the industrial townships in Rangoon. In the evening, she attends school together with 35 other children in her class five days a week.

Like herself, the other children used to attend day-time primary school but left after failing their exams either once or repeatedly. They now attend classes in "voluntary primary night schools", a unique project that gives children unable to go to school by day a chance to learn at night.

Dropping out from primary schools has become a serious problem, particularly in Burma's cities and towns, and the rate can be as high as 75 per cent. A recent study has shown that of 100 children entering primary school, only 27 will complete grade four. Of the remaining 73, 36 will drop out immediately after the first year and the other 37 will follow after repeating at least one grade.

The main reason for the high drop-out rate is that children either have to work in order to supplement the

family's meagre income or they have to stay at home and look after younger brothers and sisters while both parents are at work. Most of the "drop-outs" come from extremely poor families.

This means children cannot attend day-time classes regularly. Frequent absenteeism causes lack of self-confidence and interest on the part of the children. Overcrowding in the classroom aggravates the problem because teachers cannot give sufficient individual attention to those children who need it most.

To cater for these children who would otherwise be left without even the most basic education, the Department of Social Welfare thought of setting up "primary voluntary night schools", using voluntary teachers and the facilities of day schools.

There are now 216 such schools catering for nearly 13,000 pupils. Because of the extent of the problem, it is planned to expand the number of schools to 330 by 1986. The majority are based in cities like Rangoon and Mandalay and smaller towns.

The night schools which cater for children between the ages of 6 and 13 follow the standard curriculum of the four grades of primary day schools. Although children are encouraged to take exams at the end of each year, passing is not a priority.

The main aim is to give children a basic knowledge to help them with their everyday life as an adult. "They



Splendour in Rangoon... but life is hard and the child's day a long one.

should be able to grasp some simple maths, so they won't get cheated later on", explained one of the teachers at Ma Thang's school. "They should be able to sign their names, read signs and fill in forms; simply, we are trying to help them understand the world better and make it less mysterious for them."

Those children who attend evening classes are highly motivated. Their attendance itself indicates a strong commitment and willingness to learn. After all, concentrating for three hours after a hard day's work is not easy for even the most disciplined adult.

The teachers are all volunteers who have been recruited through the Lanzi Youth, the national pioneer movement, and are either already teachers or high school graduates. They attend a two-week training course before they start teaching their classes.

Failing the problem teenagers

ISRAEL

An Education Ministry survey has found it is helping only about 600 youths out of an estimated 10,000 who neither work nor study.

Israel's Labour and Social Affairs Ministry reportedly deals with a few thousand more hard-core cases. But this still leaves the bulk of the problem teenagers without help.

Youth and social workers fear that these hard-core cases have a bad influence on other youths in disadvantaged areas, drawing them away from studies and jobs.

The Education Ministry survey reports the tendency among its youth workers to deal with the "easier" cases instead of concentrating manpower and budgets on the hard-core.

The ministry runs a programme for 3,000 disadvantaged, out-of-school 14 to 18-year-old boys of whom 21 per cent are hard-core cases. About 1,500 are involved in occasional delinquency and about one in five have at least one conviction.

The ministry employs some 300 youth workers in 48 localities. One of the main problem centres is Jerusalem, which has 4,500 youths out of work.

Eliezer Shmueli, the Education Ministry Director General, says that the Israeli defence force could channel some of the voluntary subscriptions it receives—donated by civilians mainly for educational purposes—to help the under-18s.

Benny Morris

The military end term by bringing in new laws

TURKEY

Bernard Kennedy on sweeping changes in schools legislation

The school year ended with a bang in Turkey, as the ruling National Security Council approved the National Education Law. This brings together a set of policies which have been under discussion for some time: primary education will begin at the age of six instead of seven, compulsory schooling will eventually be extended to eight years and "religious and moral" teaching will become compulsory. But the most controversial issue is that of private schools (TES, February 11).

In spite of warnings that such a move would be counter-productive, the ruling generals have sided with the ministry in deciding that the *Özel Dershanesi* private schools existing for the purpose of preparing young people for the university entrance examination (and, in some cases, for the examinations upon which anti-



Hasan Saglam... attacking the private sector

ance to the more prestigious public and private high schools depends) — should cease to exist next summer.

The Education Ministry sees such schools as a source of inequality in education as well as a potential threat to its own control over the system as a whole. But when the Bill reached the NSC-appointed Consultative Assembly, many members argued that adequately provided for in the state system, and that their closure would lead to even greater inequality, since only those able to afford individual tuition would have extra opportunities on an examination day.

The danger is that such schools will go underground, and that the Government will thus lose whatever control it had over them. When the Istanbul daily *Cumhuriyet* recently ran a feature about one secret school which was charging fees far in excess of the

permitted maximum, it was only publicizing the existence of something many teachers in Turkey's cities have known about for a long time.

Mr Hasan Saglam, the Education Minister, has promised that no mercy will be shown to such establishments, or to teachers working in them. But there remains the possibility that many teachers will opt out of the public sector in order to cash in on the increased demand for private tutoring — a capable and enterprising teacher in Istanbul, Ankara or Izmir can earn far more in a week through giving private lessons than his or her counterpart in a state school can in a month.

Much depends on the attitude to be taken by the ministry — and by Mr Saglam's civilian successor — over the next 12 months. It may be that many *dershaneler* will be given permission to continue their activities although they will then be subject to more rules and regulations than in the past. Some crumming schools already operate under ministerial licence, as do dozens of private language schools.

Meanwhile, the NSC has also approved legislation calling for fines of between 2,000 and 10,000 liras (26-230) for illiterates who willingly fail to take part in reading and writing classes. However, it is not clear how the new measures can be enforced.

● Turkish schoolchildren, even those over 18, will not be able to form their own associations, according to a Bill which seeks to make it difficult for university student societies to turn down applications for membership. The Associations Bill is to provide one of the tools used by the military government to keep a close check on the activities of those in education.

School computers set for official take-off

NETHERLANDS

Holland is to introduce computer education to secondary schools officially this autumn.

Eight hundred microcomputers, at a cost to the education and economic affairs minister of two million guilders (about £400,000), are to be lent to the first year of 100 vocational and

general secondary schools for a two-year experimental period.

Compared with England, France and Germany, computer education has never got off the ground in Dutch schools, mainly because of the economic crisis. In higher and vocational education the subject is taught to all students in institutes of technology and of home economics, as well as

some other higher vocational courses. This year, the Government spent 60 million guilders on computer education, far less than Parliament would like. However, it is one of the few remaining higher courses of study in Holland where there are good job prospects, especially in the higher schools of industry.

Lynne George

LETTERS

Exam results

Sir — Professor Flew's comments (TES, July 22) on my review of *Standards in English Schools* by the National Council for Educational Standards amaze me.

First, I was totally unaware that Lady Cox and Dr Marks had published any review, let alone a critical one, of the National Children's Bureau study of *Exam Results in Selective and Non-Selective Schools*, which was first published just over two months ago. I should be particularly interested to learn their reasons for disputing the conclusion, to which I referred at the beginning of my article (TES, July 8), that on 11 out of 13 comparisons of exam results there were no statistically significant differences between the two sectors.

Second, I was equally surprised to learn that Professor Wrigley had already "authoritatively endorsed" the review's conclusion that the NCB's findings were "not sustained by their own data".

One of us must surely be confused on this and several other issues and I would not like to be seen to be misleading your readers. As evidence of good faith, therefore, I enclose two cheques for £50. Please forward the first to Professor Flew's favourite educational charity when he has demonstrated to your satisfaction that the review of the NCB study referred to above had actually been published by the beginning of July. The second should be forwarded to Professor Wrigley himself when he produces Professor Wrigley's "authoritative" endorsement of that review.

DR JOHN GRAY
Division of Education
University of Sheffield

Deputy heads

Sir — I am undertaking research through Exeter University into the whole area of preparation for deputy headship in comprehensive schools.

I would be pleased to hear from any of your readers who have experience in this field. The following aspects are of particular interest: local education authority initiatives to train prospective deputies, positive school based attempts to prepare staff for this particular step, and tactics which individuals have employed to prepare themselves for deputy headship.

My hope is that I shall be able to establish a strategy through which aspiring deputies might prepare themselves for that role.

G G CRANE
Rushey Mead School
Mellon Road
Leicester

Asthma inquiry

Sir — I am inquiring into the effect of asthma on the education of children aged five to fifteen years and the provision made for asthmatic children in normal schools.

I would be very interested to hear from any of your readers concerning their experiences, either as a teacher or pupil.

SUSAN DEACON
Thornton Hill
2 School St
Fleckney, Leics.

Dull testimony

Sir — I was disappointed to read Robin Buss's review "Testimony of Labour" (TES, July 15). His review of the first episode in the Channel 4 series, *What Went Wrong?*, praised the form of the programme and suggested that it was subversive. For the committed social historian this may be the case, but I suspect that for anyone less involved in the development of the Labour movement, the programme was profoundly opaque.

I would not disagree with Buss that to tell the story of the Labour movement, historians need to base themselves in the lived experience of the people who built it. Much of the testimony presented by the programme was fascinating and moving, but it was impossible to escape the fact that what Jeremy Seabrook gave us was a series of talking heads, narrated by a particularly grim talking head who failed once to crack the grim earnest-

Praise for a man ahead of his time

Sir — Further to your tribute to Brian Jackson (TES, July 8) I would welcome the opportunity to add my own personal comments about a man whose sudden and tragic death at 50 years of age has robbed the broader seam of the education field of a man ahead of his time. Brian certainly had a direct influence on me, as he had on many teachers, as well as thousands of ordinary people.

We all know that Brian had a marvellous way with words — he was a magic weaver of strands, both spoken and written — but it was his capacity to think, both clearly and objectively, to probe and research, to store and finally to harness those thoughts and ideas in order to become the innovative genius so many of us loved and respected. Concomitant with these thoughts was his resolute belief that education should be freely available for all ages, at all times and in all places. It was his clarity of purpose

and definition, his charisma and, above all, his persuasiveness, that enabled him to succeed here where others failed or simply gave up.

The successes are well chronicled — the Open University; ACE; the National Extension College; education shops in Coops and at Butlins; and more recently, the National Children's Centre in Huddersfield, (where I had a modest part in its inception) which has played a leading role in offering sensitive programmes for the care of young children, involvement with parents, and skill training for young unemployed.

Each of these has provided opportunities and support for so many ordinary people to learn and grow in confidence, to gain both self-respect and tolerance for each other, and to acquire that gentle dignity of life which was the hall-mark of Brian Jackson.

A little known quality of the man



Trevor Burgin

was his interest in, and support for the elderly — on his frequent visits home (Huddersfield) he always found time to call on his old friends and the pleasure given was always mutual.

I shall remember Brian for his support for my own efforts in the development of a harmonious society, and for his friendship and his comradeship — and I am sure that thousands of others will share such memories and wish to join me by endorsing these thanks.

TREVOR BURGIN
Former Senior Education Adviser
Kirklees Education Authority

Science change

Sir — With reference to your article by Nick Wood (TES, July 8), concerning the suggested change in thinking and approach to the teaching of science in secondary education, I feel that it is a most crucial move to be encouraged and desired.

An approach with increased emphasis on technology would seem to be in accordance with the time in which we live, but I feel of at least equal importance is the change in the overall approach to the teaching of science suggested by the Secondary Science Curriculum Review, and the broader curriculum implications contained therein.

Science 5 to 13, published by the Schools Council in 1972, and used by many schools, suggests that the teaching of science should be based on conceptual development and the furtherance of learning skills. To try to encase these within "subject" limits

does seem to narrow the aims and impose upon them arbitrary restraints.

The broad objectives put forward by the Schools Council include "observing, exploring and ordering observations; appreciating patterns and relationships; communicating; interpreting findings critically; posing questions and devising experiments or investigations to answer them; developing interests, attitudes and aesthetic awareness; acquiring knowledge and learning skills; developing basic concepts and logical thinking; and the underpinning objective is quoted as "developing an enquiring and a scientific approach to problems". The content of the curriculum may then be decided by matching these objectives to the developmental stages of the children to be taught.

It would seem that the implications of these objectives are wide ranging and can be applied to all areas of the curriculum. It would seem desirable for these practices and this approach to be adopted by those responsible for both primary and secondary science. If examination boards do not concur with the suggestions made in the report, these perhaps they could identify their objections and propose justifiable alternatives.

JOHN DOYLE
Headteacher
Walsden Junior School
Tadworth
West Yorks

Pregnant pause

Sir — I am delighted that "teachers le Haringey are poised to get the best maternity and paternity deal in the country" (TES, July 22).

What provisions do Haringey intend making for their pupils whose teachers will disappear for as long as 63 weeks? Will Haringey replace them

with others who have similar qualifications and experience?

If not, I suggest that Haringey pupils will suffer from the worst maternity and paternity deal in the country.

LINDA DOLAN
Head of First Year
Alperton High School
Wembley
Middlesex

history is more than this. It is also about solidarity and sharing, socials and neighbourhoodness. It is about suffering endured, but also of battles won. If these elements are not included, then not only is the story one-sided, but it is unlikely to attract an audience. The working classes, under-standably want space and action in their popular entertainment, and react with indifference and hostility to attempts to educate them without these. The best television about the Labour movement has been provided by drama as such, in work like *Leeds United* and the early *When the Boat Comes In*. For the most part, however, the record has been, like the recent *Alan Plater effort The Clarion Van*, worthy but dull.

If it is not time to take working class history out of the hands of historians and professional educators?

T L FISHER
49 Lovett Street
Stanford

EFL styles

Sir — Many think that there is "a method" of teaching English as a foreign language, and that it is infallible. My experience as an EFL teacher leads me to believe that there are as many methods as there are teachers, and an approach which one teacher finds helpful with one class will not necessarily succeed when tried by another with a different group, as Lyne Reld Banks' work in a Galilee kibbutz showed (TES, June 17).

Each must work out his own individual style, and adapt both method and material to the type of learner he or she has to teach. Knowing the child comes first in any approach. That is the key to successful teaching.

Teaching Immigrants English is a jolly hard work. It is both mentally and physically tiring. Even atory time, which with an English class is a delightful relaxation, is horsework for an EFL teacher in the early stages. Nevertheless, there is a sense of achievement at the end of the day.

FRANK CASTELLINO
105 Oak Lane
Upchurch
Kent

Air time

Sir — In your article about the Health Education Council's "My Body" project (TES, July 1) you referred to the five BBC school programmes on the lungs and breathing and stated that they will be on television. This is incorrect; the programmes, which start in the autumn, are radio and radiovision — that is radio accompanied by filmstrip.

PETER WARD
Producer
BBC School Radio
Broadcasting House
London W1A 1AA

No offence

Sir — I'm astonished, and a little disturbed, at Mrs Martyn-Johns' intemperate reaction (TES, July 22) to what I consider to have been simply a light-hearted advertisement.

The cause of racial harmony is not advanced by people seeing offence where none is intended nor, indeed, existent.

ROLAND CASTRO
Managing Director
Time Off Ltd
2a Chester Close
Chester
London SW1

ROD HARDWICK
(Producer "Grace Darling")
Kibworth Primary School
Leicestershire

Courses

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LETTERS



Tongue-test

Sir - Amid the pressure for schools to help children of linguistic minorities to treat their mother-tongue as part of the curriculum, has anybody given thought to the question of examinations?

To the best of our knowledge all GCE and CSE examinations in modern languages are designed as attainment tests for native speakers of English; that is, for a native speaker of Turkish at O level in that language would not be evidence of competence in written Turkish similar to the competence in written English required for O levels in English. The difference in target standards must be about the same as that between an eight-year-old and a fifteen-year-old.

In our impression is accurate, the mother-tongue movement will be stalled until the boards publish syllabuses for single-language examinations at an appropriately high standard.

SUSAN AND MICHAEL LYLE
96 Eastern Avenue
Reading
Berks

Training tip

Sir - Professor Craft and Dr Atkins are right to be concerned about the lack of training for teachers of ethnic minority language (TES, June 24). However, their report is not quite accurate. There is somewhere where graduates and others can obtain training. The Royal Society of Arts Examinations Board has introduced a diploma in the teaching of community languages which is intended for those working in mainstream or supplementary schools and colleges as teachers of languages, or for qualified teachers in other disciplines who wish to become language teachers. The scheme will be run at six centres this year on a pilot basis, and after that it will be available generally.

H E ORCHARD
Secretary for language
The Royal Society of Arts Examinations Board
John Adam Street
London WC2

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Culture wallahs

Sir - As a writer Farrukh Dhondy offers an encouraging model for the solution of the problem of creating fiction for young British Asians (TES, July 8). But I find Farrukh Dhondy the critic less encouraging. Leaving aside his remarks about the Asian older generation, his main thrust seems to be against the "multi-culch wallahs" and another group of wallahs who appear to use words ending in "-ist".

In this respect he lines up not with anything new or radical, but with the most conventional of establishment critics of children's literature (the Eng-Lit wallahs). They are striving to keep their aesthetic pure and un-

lied by any new criteria which recognize the passage of time since Matthew Arnold championed "what is excellent in itself and the absolute beauty and fulness of things".

If Matthew Arnold the HMI could lay down the law on fiction, and he certainly had great influence over the new traditional use of literature in schools, then why should the multi-culch HMI's not now have their say? Whatever their mistakes they could hardly do worse than the status quo wallahs have done in respect of literature for young Asians.

Now Dhondy may believe, as he says, that criticism does not create works, but can only "mould important individual works into a whole." The trouble here is that Dhondy simply

echoes T S Eliot, yet another of the critics who have so moulded the "whole" of literature that those left out of their scheme have inordinate difficulty in expressing themselves in a way that can be recognized.

When Dhondy further says that these important works were "written to be literature, not to fulfil a socio-political-educational role" he shows signs of having been totally absorbed by the conventional view.

What is this "literature" which exists on a plane of its own apart from "socio-political-educational" considerations?

This literature-in-itself notion is a critical reflection of a social system which while in the first full flood of its development (Matthew Arnold

caught it on the turn on Dover Beach) had no hesitation in looking at the socio-political-educational elements in literature. Now, however, somewhat jaded and having no lessons to teach anyone, it sees literature as being above such sordid considerations.

The fact is that these groups Dhondy is so scathing about are alive - the ghosts of Matthew Arnold and T S Eliot are not. Renewal of literature, and that is what we are talking about, comes from the crudities of the new rather than the refinements of the old. Dhondy must know that as a writer. He has yet to recognize it as a critic.

ROBERT LEESON
18 McKenzie Road
Broxbourne Herts

All too human

Sir - It is a little disconcerting to be faced with an opponent in controversy, who has, apparently, a special dispensation from the Almighty. However, still true to his Olympian thunderbolt, I will do my best to respond.

On what grounds does he believe that the production of screws, or any other industrial operation, is "a mechanistic process devoid of values and ethics"? I venture to suggest that no human activity is devoid of ethical issues and value judgments - not even the publication of *The Times Educational Supplement*.

Assessment of the results of the educational process may well be more difficult and delicate than the assessment of the results of the screw-making process - though the latter has its longeurs as any production manager would tell us.

Experience and hindsight tell me that, as the ex-principal of a couple of minor technical institutions, I have been in my time, responsible for a few managerial muddles. I am quite certain that the institutions of which I was head would have been more effective in achieving their aims had those muddles been avoided.

With due recognition of the professional status of educationists, I suggest that the educational process is not an esoteric ritual of which the high priests are to be found in university and polytechnic education departments. Neither is it a revelation from heaven inscribed on tablets of stone. It is, I venture to suggest, an all too human attempt to develop the talents of the population of whom the majority, alas, are mortal.

T E ASHTON
30 Dysarth Road
Penarth
South Glamorgan

Study skills

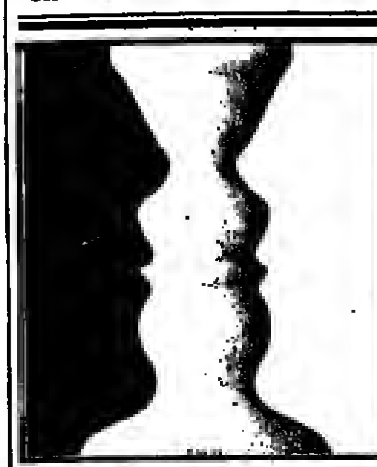
Sir - Mrs J Chubb asks in your columns (TES, July 8) for information on study skills. I will gladly put her in touch with schools to this area with such programmes, but would respectfully suggest that she approaches her own teachers' centre warden who will know the local scene, and who can gain access to the national scene through the network of the National Conference of Teachers' Centre Leaders.

D W CLOKE
Warden
Plymouth Teachers' Centre
Plymouth PL5 2PY

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Textbook censorship

CHARLES WHYNNIE-HAMMOND



Time to think

TONY EVANS

Given the unique responsibility of British secondary schools for determining what is actually taught lesson by lesson in each subject, curriculum development has a surprisingly low priority, at least in terms of a proper allocation of time and staff.

Quite rightly, pastoral and administrative duties are recognized as time-consuming and staff are allocated time to carry them out. It would be unrealistic to give the person in charge of the school timetable a full teaching week and still expect an effective timetable to be produced.

In contrast, detailed development of the curriculum in each subject area is rarely given any non-teaching time, despite the central importance of this activity to the success of our schools. When developing a non-examination science course for the "Easter leave" or an English language scheme for a four-year "access" course, a group, for example, objectives will need to be established; a variety of resources developed and produced by teachers and ordered from publishers; a detailed schedule of lessons, projects and pupil assignments planned; and guidelines produced for those teaching the course.

With a full teaching timetable, plus a few "marking periods" often used to take lessons for absent staff, it is not possible for the teachers involved to carry out complex curriculum development programmes of the kind listed above during normal school hours. New courses have to be developed before and after school, during the lunch hour, in the evenings and at weekends. This is in addition to the normal workload of marking and

upon a self which mercifully provides hamburger-frites, can they feel more themselves. Here they spend most of their time and their francs. The ski trip at our post voluntary school starts well. They all have a super super time. Their uniform bobble hats (knitted in advance) do indeed make for efficient identification on the nursery slopes. But the farrow disco, those blue and gold hats become targets for mockery. After too much *glühwein* (and *Wessy*) wants to, then fits, classes and furniture. Next morning the hotel presents an estimate, neatly typed: "Damages to furniture of bar including glassware, furniture of seating, broken wood fittings, sundry dirtying and offensiveness to premises." An amount "exceeding 30,000 Schillings" is mentioned. Only the intervention of a vice-con-

sole, with suitable guarantees, secures their departure. He is, of course, an Old Boy.

Meanwhile, in Weston-super-Mare, the teachers from Sunnybank JM and I are practising the plinky of fresh air/run on off their feet/early

The party from Culture and Anarchy Comp pulls into Arriens. Away from their "manor", the pupils cluster round their teachers for security. Baffled by blab, bolsters in beds and baguettes, they find it difficult to relax. Only when they chance

interesting things on the site than at school and also be trailed by their parents to earn a living. The Caravan Sites Act, 1968, allows, I believe, after designation, Gypsies to be fined if they are not on official sites. Surely it would help educationally and otherwise if Gypsies were allowed to stay on both official and unofficial traditional sites where this is still possible. JOHN WHITFIELD
26 Beech Park
Chesham Road
Wokingham
Hants

TALKBACK

As the author of *Elements of Human Geography*, I would like to reply to David Wright's article (TES, July 15) on the racist undertones in modern geography textbooks.

So geographers are now expected to portray the earth, not as it is, but as people like Mr Wright, it ought to be or would like it to become. How dull the subject would be if we dwelt incessantly on the similarities and not the differences which so enrich the world about us. Surely it is the existence of these very differences which is the *raison d'être* of the subject.

And in ordering such differences - race, religion, language, etc - is it not reasonable to discuss especially those (such as race) which are correlated with location? All racial groups are aware of, and take pride in, their own separateness: to ignore the differences between groups is to devalue them and to rob them of identity. (In the same issue of *The TES*, on page 19, I noticed an article "Beverly Anderson recommends children's books with an authentic black voice".)

With regard to the mental attributes of races Mr Wright criticizes my reference to "discredited" psychologists (his adjective). First, I do not approve or otherwise of such psychologists and am not qualified to comment on their professional status. Perhaps Mr Wright is. Second, if they are "discredited", is this description based on scientific evidence, personal reputation, or on social/political grounds? Perhaps they are discredited only because they collide with suppositions of people like Mr Wright.

Three further aspects of Mr Wright's review seem to me intellectually dangerous. One is the selective interpretation of words. Authors, it appears, can now be condemned on the basis of secondary or alternative meanings to ordinary English words (eg. "thick", "woolly"). Nearly all words have a range of meanings. Perhaps Mr Wright would like to design an ideologically pure Newpeak that we might all be permitted to use.

Elsewhere Mr Wright criticizes both textbooks not for what they say

but for the implications of what they do not say. That is, the authors are being pilloried not for what they think but for what he thinks we think. On with the book-burners!

The third point of questionable validity is Mr Wright's assertion that "... by describing people's alleged perception, they are encouraging the perception they describe". Philosophically this is a very dicey argument. Does this mean we only ever report the words and thoughts of the pure in heart and never report those of real people about us?

As for myself, I was born and brought up in a multiracial part of London (Haringey) and teach at a multicultural college. I do not believe my students and neighbours are as hypersensitive as Mr Wright is on their behalf. He insults their intelligence. Few of them would wish to join in any neurotic search for racist under-the-bed. I and they can do without patronizing advice from rural East Anglia.

Charles Whynnie-Hammond teaches at Southgate Technical College, Enfield.

Pupil interviews

MARGARET VIPOND

For several years I have wondered if classroom interaction, and therefore learning, could be improved by setting up the pupil-teacher interview as a regular part of the educational process. Every teacher should make time available once or twice a year to see each child individually.

The opportunity to try this idea out came when I had a student doing a teaching practice with my class recently. Although the interviews were outside the classroom, they enabled me to improve the learning of a number of children in the class.

As a parent of three children, I know that when one or more of them has a worry - academic, social or emotional - it can affect his or her learning profoundly. They often feel, rightly or wrongly, that their teacher does not have the time, or that their problem is not important enough to be mentioned.

The parent can communicate the child's worries to the teacher in the time set aside for parent/teacher consultations. But the child has no such private facility. It could be argued that the good teacher should be aware of any problems anyway, or at least should be approachable. My own feeling is that many children are sensitive to the pressures on a busy teacher, that many are shy, and that many children, apparently self-confident, do not wish to be seen to be worrying about "small" things. My conviction about the benefit of greater communication was further strengthened, when I found myself back in the learning situation again this year, when I realized the importance of the tutorial as a means of improving learning.

A friend's son who was about to enter the sixth form at his comprehensive school had his first interview with a teacher in 10 years of schooling. This boy had continually lacked motivation, but he came home from his interview stimulated and encouraged by a teacher who seemed interested in him and his progress. His mother wished such opportunity had been made available earlier in his school life.

To try my idea out this year I held an interview with each child in my class on two afternoons, allowing up to 10 minutes for each child.

This disclosed a multitude of problems and I made brief notes of them all. They ranged from "I worry about the way I hold my pen" to "my book is too easy", to "the fourth year has me in the playground", to "the safety of the climbing frame in the playground worries me".

But I deduced certain facts. The brighter children and the weakest children have special needs. Some, bright children who appeared to be competent and confident had many worries of which I was unaware, and some of the weakest children said they had no problems.

Perhaps the weak child is neither perceptive enough to know his weaknesses, nor can he communicate them, the average child possibly communicated best because he had less to lose, whereas the bright child had his pride and also concealed his problems.

If I never have a student again I would still like to spend several lunch-hours each year meeting the children individually, simply because I have found the experience so valuable.

As a result of the interviews there was a definite improvement in my relationship with every child in the class. The atmosphere is more harmonious than before. It was not hard to find a balance between the friendliness of the interview and the "staidness" which the teacher must adopt to have class control.

The children now know that I want them to work in the most appropriate conditions and that I understand their problems. We can work together to accomplish common goals, and feelings of positive self-esteem, security and involvement must follow.

The pupil/teacher interview is long overdue as the right of every child.

Margaret Vipond teaches at Plimston Junior School, Worcester.



Alternatively, the same effect would be produced by giving a team of three teachers a two-thirds time table for a year, with the remaining third used for curriculum development.

Another strategy would involve a team of teachers arranging teaching and course development between themselves. For example, if six teachers were timetabled to teach 140 pupils CSE maths on a Monday morning, a system where five classes of 28 pupils were taught could operate at agreed times; thus leaving one teacher to develop course materials, etc.

One argument against such arrangements is that other staff might object, on the grounds that writing a mixed ability history syllabus is less demanding than teaching 42 for period 7 on a Friday. However, the whole point of such extra non-teaching time would be eventually to reduce the burdens on subject staff by giving the school better produced, more relevant schemes and teaching materials.

Unlike staff seconded to out-of-school courses, staff working on the

to bed routine. Education is a total process, for aspiring suburban parents require evidence of time well-spent. A child antihustling and seashore launa is quickly silenced by a companion: "Shh! ... or we'll have to write about it tonight."

A different atmosphere has settled over our summer visitors to a well-known south-western resort. For here, the deputy head and the probationer from the Lower Juniors have suddenly found themselves in love. All planned educational activity has been put aside. The weather is perfect, and our happy couple may be glimpsed in seclusion on the beach, or hand-in-hand on the cliffs. Their abandoned Top Juniors are (literally) as busy as sandboys/girls in and out of the sea all day. It is to be remembered as the best school journey ever.

But Kate, who in my last column complained that school journey was worse than school itself, is not so lucky. Her deputy head, normally cowed by the presence of the head herself, now displays his true col-

our school, Tony Evans is head of English at Caldon Comprehensive School, Gwent.

FEATURES

The secret garden

Established before Kew, the Chelsea Physic Garden has only just been opened to the public after 300 years
Stewart Borrett reports



Cocooned in just under four acres of prime Chelsea land and virtually unknown to the general public lies the Chelsea Physic Garden. Though 100 years older than Kew Gardens its existence has been kept secret by high walls and it only opened to the public for the first time last April.

The garden was founded in 1673 by the Society of Apothecaries of London. At this time the word "physic" meant "pertaining to things natural" as opposed to the more modern idea of the word meaning "pertaining to the physic of doctors". The garden does have, since it was founded by the Society of Apothecaries who were the chemists of the seventeenth century, many medical plants, drug plants, dye plants, culinary plants and plants used in homeopathic medicine, but a great many other plants and trees grow here which have nothing to do with medicinal herbs. However, the garden's roles have always been twofold: educational and scientific.

Throughout its 300-year history the garden has had its ups and downs. From the founding, not all the gardeners (as the curators were called) were skilled in the promotional side of the job. Nevertheless within 10 years of its foundation, there started an exchange of seeds and plants with Leiden, which has lasted to the present day. In 1981 6,100 packets of seeds were sent out and 1,200 species received, some even from Iron Curtain countries.

In the 1690s the garden declined, but help was soon at hand. Having bought the Manor of Chelsea from Charles Cheyne in 1712, Dr Hans Sloane became owner of the garden's freehold. Sloane was a wealthy physician who had studied at the garden during his training. The Society of Apothecaries appealed to him for financial help. In 1722 the garden was virtually refounded and a lease was granted to the society at £5 a year in perpetuity, "on condition that it be for ever kept up and maintained by the company as a physic garden".

To make certain that this happened, Sloane's conveyance required 50 plant specimens to be delivered annually to the Royal Society until 2,000 pressed and mounted species had been received; this continued till 1795 when the total reached 3,700.

Sloane's other major benefit to Chelsea was instigating the appointment of Philip Miller as gardener in 1722. Miller became the greatest botanical horticulturist of the eighteenth cen-

tury. A contemporary panegyric by Peter Collinson, the botanist, recorded: "He has raised the reputation of the Chelsea Garden so much that it excels all the gardens of Europe for its amazing variety of plants of all orders and classes and from all climates as I survey with wonder and delight the vineyard July 1764". Miller's reign at Chelsea extended for nearly 50 years, in which time he collected species from throughout the world.

During the later part of the century the garden underwent another of its recurring financial crises. The Society of Apothecaries of London decided to wield the knife: they sacked its labourers, sold one greenhouse, discontinued heating another and appealed for money - and just managed to keep the garden going. The Physic Garden was but one of its concerns; the society played an important role in medical education, and during the century the importance of medical botany in a GP's training became less and less.

Furthermore the society felt that the garden was no longer suitable for the purpose of a botanical garden because of atmospheric pollution in London, and the impoverished state of the soil. The water table had been greatly lowered by the building of the Chelsea Embankment in 1874 which cut the garden off from the river.

Sir Hans Sloane's lease had provided, should the Society of Apothecaries ever wish to relinquish its trust, that the garden was first to be offered to the Royal Society and then to the Royal College of Physicians. Since neither was ready to accept, an application was made by the apothecaries to the Charity Commissioners for a scheme.

Since Edwardian times the City Parochial Foundation, a charitable body in Fleet Street, has been responsible for running the garden. Recently, however, due to the difficulties of management from Fleet Street and the general expense of running the garden, they offered it to other organizations, notably the National Trust who required a large endowment to take it on. In the end a committee was formed by Dr David Jamison to save the garden; it was successful and since April 10 a new set of trustees has been in charge.

Under them the garden is run by an administrator, Philip Brinn, backed up by a garden committee as an advisory body. The garden has a staff of five consisting of the head gardener, a seed-collector and three under-gardeners.

sizeable enough to outnumber many a primary school class. For that early August day was the one time in the year when my mother's side of the family stirred from their perpetual slouch and made their sole annual pilgrimage to gather together, exchange terse domestic notes and then depart in search of another 364 days' hibernation.

My father's family were gregarious to a fault, joining and rejoining by the hour in a ceaseless series of kinship patterns that might now earn them the label of the Ada and Harry Midwinter Formation Dinning Team. So, by comparison, the Silas Murrellish proclivity of the distaff side was quite perplexing. The historian David Thompson has spoken of "the incorrigible immobility" of the 1930s. Hermit-like, my mother's relations personified that mood, and existed in not too splendid isolation. They were an emotional step behind Robert Louis Stevenson. If to travel hopefully was better than to arrive, then it was better still not to have started out in the first place.

Just once a year, then, they appeared, apparently spontaneously, at the gates of Belle Vue, their normal stationary tendency briefly overcome. Like those soldier ants or locusts which abruptly collect and travel en masse, they automatically found their various routes, by tramcar and trolleybus, until, by perhaps 11 o'clock, some 30 or 40 well-nigh total strangers had identified each other and coalesced into a zoo-visiting clan.

An entry lengthily affected, the first thought was of dinner, and skirmishers and foragers were dispatched to reconnoitre the terrain and establish a catering beachhead in the oddly-titled American Bar, where you were allowed to eat your own conestibles. For, unlike the locusts and ants, my maternal relatives carried their rations with them. We soon occupied a bigish corner in that covered picnic hanger, and tipped out the goodies.

Once more seemingly without planning, although probably by the decree of ancient convention, everyone had brought a rational contribution to the feast which didn't mean we ended up with, for instance, half a ton of tomatoes. It was a kind of cafeteria collective, perhaps inspired by the cooperative pioneers of nearby Rochdale. Hundreds of bottles, scores of fairy cakes, lettuce by the dozen - the deal

FEATURES

Didn't you used to be Keith Chegwin?

Hugh David talks to the children's entertainer who won't swear, mention the IRA or talk down to children.



Stewart Borrett is a media resources officer at Hurlingham and Chelsea School, London.

tables were soon heaped with the provisions, while patrols were deployed to purchase large jugs of blackish tea. By the time this vitriolic soviet had completed its negotiations, concluding with extensive speeches of praise and thanks to the constructors of the slab cake or the creators of the brandy snaps, it was well into the afternoon.

There then ensued a short and predictable debate about what to do next. The adults favoured looking at the animals, which was improving and free; the youngsters opted for the fustat - there was, for example, a rolling caterpillar which intermittently covered its passengers in a canvas sac - which was neither improving nor free. The motion was passed in favour of the former view, on the grounds of there being no representation without taxation. A compromise resolution, involving a three-penny ride on the elephant and an ice cream cornet, was also heavily defeated, but treacle toffees were distributed by way of compensation.

It was now four o'clock. Anxious thoughts among such inexperienced travellers were entertained about the homeward journey and the need to depart, as it was mystically said, "before the traffic". Quickly, astonishingly, the retreat commenced.

Like bizarre hardy annuals, they blossomed regularly and without fail, however briefly, once each year, and then faded as swiftly. Their annual conference was at an end. Our delegation to the Regional Convention of Mother's Kinfolk trolley-bussed, tram-carried and electric trained its own journey home, having spent the day on an intensive study of our nearest and dearest, attempting to imprint their personalities on our minds so that we might recognize them some time, some place, some spot on the dial, next year.

In practice, we had achieved nothing more than having been out for a self-help meal, far apart from a furtive glimpse of an ill-tempered giraffe when we took a wrong turning during one of our foraging expeditions, we had not really seen any animals. It was, nevertheless, a zoological experience of immense value, and the Belle Vue authorities might have done worse than to have permitted all their animals leave to have watched us feeding. Pray Heaven those invading regiments of children in Regent's Park fared better.

Instantly recognizable to children, Keith Chegwin falls (along with pop stars like Sting and Debbie Harry) into that category of people who, for most of us, have "made it", but after our time, isn't he? ... we say, didn't we see him on? ... before the children's or pupils' groans put an end to such speculation. Keith Chegwin - Cheggers - is quite happy for it to remain so. At 26 he has already accomplished more than most of us do in a lifetime; if we haven't heard of him it's hardly his fault we never listen to Radio 1 or get up early enough on Saturday mornings to catch BBC's *Multi-Coloured Swap Shop* or more latterly *Super Store*.

"I can't say I consciously made the decision to be a children's entertainer", he says. "I think it just occurred". But, you interrupt, the BBC don't give children's programmes to just anybody, straight off the street (what have I been doing all these years; if only they did). "No" - and with little more than a smile as introduction he launches into his life story, ten minutes of anecdote and reflection, no doubt ironed and polished by frequent repetition, but still lively and genuine.

The Chegwinas - Keith, twin brother Jeff, sister Janice and their parents - lived in Liverpool. There was a summer holiday in Rhyl, a talent contest in which Keith sang a Des O'Connor number - "Believe it or not I'm probably the only fan of Des O'Connor" - and predictably won. The prize was a holiday at Butlin's. He was approached by a chap called Mr Jackson "who said, would I like to join a concert party called *The Happy Wanderers*, which sounded like a football team". He did, and a stream of clarity shows followed - all before he was out of short trousers.

Then, inexorably, there was *Junior Showtime*. He was 10, sang *What a Wonderful World* and still winces at the thought. (Someone, somewhere must have the tape.) Thereafter the pace quickens. He comes south, to London, to the Barbican Speake Stage School: "Very good if you do want to be in the business, if you don't it'll churn you up and make you work in Woolworth's". No chance of that. "It sounds stupid but even at the age of 11 I knew what I wanted to do. I wanted to perform in front of an

audience". He doesn't have to wait long. In his mid teens he makes seven films for the Children's Film Foundation, *Egghead Robot*, *Robin Hood Junior* - "in which I played Robin Hood in a pair of pea-green tights" - and others, rather less memorable. There was an episode of *The Liver Birds*, even a part in Polanski's *Macheth*. Polanski, you say, impressed. He's not, and winces again: "I was the world's worst actor. I was so bad! That's why I do a lot of things now, so no one can put me down".

He gets bored with films; sees his limitations, perhaps, and moves over to music. As a member of the (now defunct) band Kenny he gets to number four in the charts. But there are management difficulties. Cheggers pulls out. Still in his teens, he assesses the situation: "I'm not now, but I used to be, extremely pushy. I used to sit at home and make DJ tapes and learn poetry for auditions. I used to phone and tell people I'd be good for whatever they had going". He has ideas too: how about a Michael Parkinson show for kids? He writes to the BBC about it. They don't like the idea but they see him (those CFF films have their reward) and Edward Barnes, now head of children's programmes, feels he's right for a new show called *Swap Shop*. He mentions Cheggers to a colleague.

"The biggest kick of my life was when this television lady called Rosemary Gill said, 'I want you to turn up on street corners on Saturday mornings and say, I'm here to swap your toys'. I thought she was talking the biggest load of rubbish I'd ever heard, but being the sort of person I am, I thought, 'all right, I'll do your job and see how it goes.' So I turned up at Cardiff Arms Park at a quarter to ten on Saturday morning in 1976 and they said 'eva Keith!' and I turned round and said 'good morning, I'm here to swap your toys and goodies' - and literally five minutes later there were all these kids coming round the corner ..."

He uses words as other people use words, building up elaborate castles in the air, sentence upon sentence, clause upon clause, before sending them all crashing to the ground with an odd, self-deprecating giggle. But he likes talking, you can tell. It's his stock-in-trade, after all, and he does it well. He's a good talker and has

time for everyone - the waiter in the restaurant where we met, journalists, children. Especially children. But: "I'll never talk down to children. I'll talk to a child of three or eight or 12 the same as I would talk to you. I mean, on Saturdays, I'll say, 'A very good morning to you, and what an atrocious morning it is' or 'I'll come out with some big word. I don't expect those kids just to wonder what it means. I expect them to say, 'Hey, dad, what does that mean?' That's the thing I try to do, and hopefully they'll pick it up. If they do, all well and good - and if they don't then one day they will!"

He claims never to have really thought about his position as a children's entertainer, doesn't really see himself as one - "I've always wanted to be known as an all-round entertainer, but I know I'm not, basically because I haven't been able to fulfil what I want to do: say I'm a half-round entertainer" - but he has very definite ideas about it all the same.

"With kids I think it's very important to be you. My relationship with them is not like the child entertainer who says, 'sit here and watch me blowing up these balloons'. My appeal is that I'm their mate Keith, or their big brother. And when you're in that position - like other people who have been really good with kids, John Nonkes, say, or Lesley Judd - you can't put on any airs and graces."

All the same, there is a balance to be struck. Isn't he concerned about his image at all, about the genial Cheggers who grins out of British Rail posters alongside his spiritual father, the equally approachable Jimmy Savile? "No, not really. The one thing I won't do though is swear in front of kids, because I'd hate a child to go home and say, 'well, he swore, so why can't I?' And I've always tried to look clean and healthy, and I think tried to be sensible as well. I do disagree with programmes I've seen on television that give kids this aggressive image. *The Tube* does, and I totally disagree with it. I don't think you should talk about IRA bombers to kids of 15 or 16. But I like *Grange Hill*. I quite enjoy that."

He laughs, as if to say, I do, honest - and then says it anyway, just to be sure. On screen and off, there's an openness and simplicity about him, an apparent guilelessness which is both appealing and the most obvious reason for his success. "I like Tony Blackburn", he says, and you believe him. He looks at you while he's talking, remembers your name and uses it; you have to.

But what about the future; you can't stay 26 for ever, even on television, and there aren't many children who'll accept a middle-aged big brother. "It's not that I want to, but I think time will make me move, not into adult shows exactly, but family shows. Even now I do a two-hour show with a band, I do cabaret and I do discos; there's *Cheggers Plays Pop* on the radio and I'm recording a new television series called *Anything Goes* which is basically for a family audience. But I've been quite successful with kids, and I won't knock it because actually I've enjoyed it very, very, very much. I mean, I was at Thorpe Park the other week and I had this kid come up to me and say 'didn't you used to be Keith Chegwin?' That was really nice."



The series about people outside education who may influence the way young people think and act. Next week: Henry Cooper. Next week: Henry Cooper.

MONKEY BUSINESS

by Eric Midwinter

defending his title; the Moscow State Circus, starring Oleg Popov, probably the greatest-ever clown; Foden's Motor Works Band winning the National Brass Band Contest; Aneuria Bevan thrilling a huge Labour Party rally - these are but a bare handful of memories of that massive park.

The golden age of collective leisure has chiefly passed, and Belle Vue, one of its major hubs, has slowly dwindled. With a dulling shock, generations of Mancunians listened a year or so back to the death-knell of the zoo, and then, last Christmas, the demise of the circus, home for half a century of George Lockhart and his famous performing elephants, was announced.

It has to be admitted that the zoo had a somewhat woebegone and threadbare appearance and reputation, probably because its urbanized surrounds were much less attractive than the regal purlieus of Regent's Park or the sunny gardens of Chester, let alone the savannah-like expanses of the safari parks.

During the thirties' depression one unemployed denizen of nearby Acoats inquired diffidently after a job at Belle Vue. The leading gorilla had unfortunately just passed on to that other Eden, and Whitsundae was approaching. The uninitiated may not know that Whitsun was then a very special Manchester holiday, marked at either end of the week by Protestant and Roman Catholic "walks" or processions of witness. Did the sun shine ever so weakly, the mums would complacently say: "God knows his own"; did the heavens open and, more usually, drenech the juvenile testifiers, the mums were not to be philosophically outpaced: "God waters his little flowers", they would remark. The zoological authorities were rightly concerned about the loss, at such a juncture, of a popular attraction, and recruited the applicant as a surrogate, garbed in the deceased beast's hide. It was, he decided, better than walking the streets, as Wilfred Pickles said of being a postman.

Unluckily, his enthusiasm and energy marred his judgment, and he sallied over the wall of his cage and landed in the lions' den. The sleepy lions awoke, metaphorically rubbed their eyes, majestically climbed to their feet, and strolled menacingly over, each looking rather like Leo the MGM mascot, toward the distraught alter-Tarzan. In the crisis his nerve failed him. He stood up and yelled for assistance. "Help, help," he abjectly cried. "I'm not really a monkey; I'm a man". The nearest of the pride hissed at him urgently: "Shut up, you silly fool, or else we'll all get the sack."

What is salutary about that tale of the monkey manqué is that only those not in the know regard it as mythical.

As I watch the lines of dynamic duos laying siege to the Regent's Park Zoo, a composite memory returns to me of summer outings to Belle Vue, not school but family-based, albeit

At first he was shy and timid, cowering nervously in the corner of the cage. Grudgingly he was wooed into a more active role by the friendly gestures of the onlookers, who were eager to reward him for the slightest simian endeavour with toffees, tomato sandwiches and even the occasional nut or banana. The psychological effect was as every right-thinking teacher would have anticipated. For the first time in his life he was paid attention, and, consequently, he began to react positively and optimistically.

By Bank holiday Monday he had evolved a distinctly amusing repertoire of tricks and wheezes, and, round about the middle of that afternoon, with a great throng pressed against and around the cage, he attempted the gorilla's parallel with the Olympic long jump; he decided to swing, for the edification of his by now many admirers, from the iron perch at one side to the tree branch at the other side of his new found home.

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REVIEW



"Single-handed"

A LICENSED FOOL

Tim Thomas, fellow in theatre studies at Lancaster University, talks to David Self about his role

The scene is a campus café apparently known as the Grease Pit. With enthusiasm worthy of a more inspiring setting, Tim Thomas describes his present role as fellow in theatre studies at Lancaster University: teaching, playing Macbeth in one production, directing another, presenting his own one-man show, preparing for the Edinburgh Festival. He breaks off in delight at the fun of it all. "You know, every big institution, like a university, should have a licensed fool. Someone who comes along after something important has happened and who is just, well, funny."

What is it about the Theatre Studies department at Lancaster University that should make him seem a suitable recruit to their teaching establishment? It is both a young and a small department. It came into being four years ago and this summer saw only its second group of finalists. It is allowed a teaching staff of three and a half, the half being an administrative and financial decision very sensibly exploited by appointing a fellow for six months (effectively two terms) of each year.

It offers a variety of courses ranging from theatrecrafts to Shakespeare in the twentieth century and from medieval English theatre to television drama. Entry is on A level results (a B and two C's is the going rate), interview and a practical. "This is not an audition," says Keith Sturgess, the head of department. "It's a workshop. We're looking for people who have done something, who'll come and talk passionately and share enthusiasm."

At Lancaster, Theatre Studies form half a degree course. At the moment they can be followed in conjunction with English or French; soon the options will be extended. It is hoped, to include German and Education. The course treads a delicate path between the academic and the vocational. "We are not in competition with the stage schools," says Sturgess, but then agrees that they are keen to give every help to a student who wants to act. He remembers that it was "quite a battle" to get the department together. There was opposition from, for example, physicists and chemists who felt it would be "people leaping about with make-up on, doing what could easily be a spare-time activity". Neverthe-

less the department was founded and has won considerable support and admiration. When the University Grants Committee was seeking cut-backs, the University gave the Theatre Studies department its unanimous backing and its future now seems assured.

So why, when seeking to appoint someone as the "half" member of staff for the first six months of this year, choose someone with no teaching experience?

Tim Thomas is certainly well qualified for the part of "licensed fool" or court jester. While at Oxford he starred in the university review where he had his first taste of fringe theatre. For two years he had his own rock band, he has been involved in Thames Television's children's programme *Rainbow* and regularly presents his one-man show *Single-handed*. This mixture of musical parodies, elastic mimes and satires that are sharper than you first think makes an entertainment that is almost painfully funny.

But Thomas is more than a clown. His first job on leaving Oxford was as a production trainee with Granada Television where he worked on *World in Action*. He became a producer for BBC World Service, and then their correspondent in East Africa. Next he decided to act. ("I can't stand reality," he admits in an aside.) For six months he worked at the Mercury Theatre at Nottingham Hill and then for eighteen months he was with the Freehold Company. For a time he worked at the Duke's Playhouse in Lancaster and while there he developed a love for the surrounding countryside. When a six-month fellowship in theatre studies at the local university was advertised, "it seemed natural to apply".

Keith Sturgess is glad he did. "We wanted someone who smells of greasepaint, someone who could make original contributions and someone who would very quickly get to know the students." Thomas has certainly fulfilled these hopes and expectations. Students speak of him with affection and, after a tiring rehearsal,

with concern. "You have worked hard this year," says one, suddenly aware of his almost non-stop encouragement and commitment.

One of his major occupations has been to direct the second year students in Brecht's parable about the rise of Hitler, *The Resistible Rise of Arturo Ui*, a play and a production which form part of the students' course and on which they will be assessed. This particular play was chosen for production because it offered a large cast and scope for invention. It is not an easy play to realise. Set in Chicago (Hitler is paralysed with a small-time gangster), it is a mixture of parody, pastiche and horror story.

Even allowing for the problems inherent in Chicago and New York accents, it must be admitted there were spells when one wondered if the department might not have done better to appoint one of those lady voice coaches ooh so little in fashion or followed the tradition of some stage schools in not allowing audiences to see in-course production.

The play was given in the university's friendly Nuffield Theatre Club, a rather well-equipped and acoustically good studio, and it must be said that many speeches did remain inaudible or unintelligible. The very funny and key scene in which Ui employs an actor to rehearse his public image was massacred, and the horror rarely emerged from the black farce. Nevertheless, partly due to the splendid Chaplinesque playing of one student (Nick Murrie as Ui) and especially due to the enthusiasm of the cast, the production developed pace and, in the end, reminded us just how dictators rise to power if you are not careful.

What it showed above all was the commitment and invention of the students. Tim Thomas speaks wondrously of their energy, and students in other disciplines stare in disbelief at the hours the theatre studies students are prepared to work.

Keith Sturgess is realistic about any failings. "English literature doesn't claim it's going to turn out novelists. If our students want to act, we recommend they should go to drama school." His recommendation is partly practical. A university department is not in a position to take its students on all sorts of disciplines. "The professional, an Equity card, nor does it establish contacts with agents. A lot of the work we feel as though it is vocational. Maybe it will become more and more so. But they are being assessed on all sorts of disciplines."

The basis of the course at Lancaster is that you cannot understand those disciplines without participation. *Arturo Ui* gave everyone on the course an experience of the process of acting. It was designed by two second year students. Other students wrote and performed original songs. All the students will experience other crafts during their course, such as those involved in theatre-in-education. DISC (the "Drama in School Company") is a scheme whereby students run workshops designed to help CSE and GCE candidates in their study of set texts. These are held either at the school concerned or at Lancaster and are led by members of the department's staff. They have proved immensely popular with schools and it has become necessary to ration the number of workshops being offered.

This summer, the department is taking their short plays (written by members of the department) to the Edinburgh Fringe, as well as musical, *Falsetto*, and a late night music-bus. Tim Thomas will be presenting his own show and the company will be playing host to other groups in the venue it is managing. Keith Sturgess points out, and his administration a rewarding career and here again this course can provide practical experience relevant to both academic and vocational studies.

The Theatre Studies department at Lancaster has performed a rare, possibly unique, double act. It has won approval from academic leagues and at the same time kept itself involved in such practicalities as making props that sell and selling seats. Indeed, any university department which knows it can benefit from the different talents and enthusiasms of Tim Thomas has not rather special.

ARTS

Personal choice

A Selection of Paintings and Prints from Art College Degree Shows, Morley Gallery, Westminster Bridge Road, London SE1 until September 2.

In an attempt to explain the decidedly shrill expression that dominates current painting, commentators have pointed to the marginal role imposed upon fine art by the spread of electronic media and the increase in social and economic tensions but for art students and their teachers there is a more immediate cause for anxiety. With some degree courses in painting and sculpture already axed and the threat that more might follow, they are forced to question the validity of what they do.

Elizabeth Myers' etching, "Analysis of Beauty: Homage to Hogarth and Others", cleverly articulates this position. Permitting herself the noble, probing profile of a Pisanello portrait she replaces his typically floral backcloth with a framed border of words and images that summarize the dilemma she faces. Alongside the range of formal options confronting her, she quotes George Eliot's *Daniel Deronda* ("What in the midst of that mighty drama are girls and their blind visions?") and adds Lenin's own question, "What is to be done?" to a scratchy portrait of the revolutionary leader.

It is a witty, poignant picture that exemplifies the intelligence and creative thinking of many students. Tom Beck's "Phone Boxes" catches exactly the mood of unemployed youth but in the context of this



'Echo My Eyes' by Dena Constantinou

exhibition it also offers a metaphor for the young artist's social situation. In an all-too familiar urban landscape she shows a group of figures, either making or waiting for calls, their own derelict environment separated from the tall bureaucratic blocks behind by a high wire-netting fence.

Neither of these pictures employ the extremes of expression that characterize the new art and in making his selection Adrian Bartlett has avoided anything of a sensational kind. It is a personal choice but one that reflects the tenor of most of the work on display in this year's degree shows. Underpinning this is a revived respect for draughtsmanship and perspective art students should bear this in mind.

This does not mean that traditional academic standards must be observed. Drawing can serve a vari-

ety of purposes and be arrived at by a variety of means. Dena Constantinou's "Echo My Eyes" began as a photograph which she then processed several times through a photocopying machine. But the final result is a large-scale, charcoal synthesis of shapes, tones and textures that poetically evoke the light, space and breezes of her south-coast room.

London, however, is still the mecca for most aspiring artists but judging by the high quality of work that has come out of provincial colleges like West Surrey over the last few years, students already accepted on foundation courses or still in secondary school would be well-advised to reconsider their aims. It could be that what art students most need now is not the endless excitement of the metropolis but a more appropriately calm place to explore.

Michael Clarke

Plucking metallic flowers

Sound Sculptures. By François and Bernard Baschet. The Barbican until August 21.

Having penetrated the upper reaches of the Barbican and located the hothouse greenery of the Conservatory Terrace, it comes as a relief to pause among the tinkling fountains, huge metallic flowers and forest of steel tubes that are currently displayed amid the natural foliage. The Baschet brothers' sound sculptures are no ordinary museum exhibits; children and adults are positively encouraged to "play" them and discover for themselves the ancient principles on which they are based: vibrations activated by water or wind, amplified by foliated metal cones and tubes. These natural sounds, the Baschets claim, should be the basis of contemporary music rather than the liars and often unpleasant electronic ones, just as wholehearted bread is now preferred to its synthetic white counterpart. What this theory disregards, however, is the fact that these silver lilies, glass rods and wind machines are fabricated wholly from man-made materials such as stainless steel and metal foil. Even in the musical field there have been other inventors attempting to widen the range of notes and sounds at a composer's disposal, for example the American Harry Partch in the forties with his "marimba croica", "chromelodion" and 43-microtonic scale. The Baschet brothers no longer

work with composers, they say, since the young will not give up their time for such experimenting; a rather disappointing outcome for the musical group which toured Britain and America in the sixties and received acclaim on TV programmes such as *Monitor*.

It is perhaps in the classroom (and particularly with the handicapped) that these artistic yet practical creations come into their own. Throughout the exhibition students from the Guildhall School of Music and Drama demonstrate with groups of young children the effects that can be obtained by striking, plucking, blowing or stroking cut-down versions of these cones, coils and strange, swivelling metallophones. Carefully directed, they give more scope for imaginative work than ordinary classroom percussion, being more responsive to touch and producing a wider variety of sounds. (Note to interested parents and teachers: a DIY meccano-style kit for constructing a sound sculpture of your choice can be bought at the exhibition.) Perhaps less innovative than they might at first appear to be, these sound sculptures will be of particular interest to anyone involved in teaching music to young children or to the handicapped. Beware of visiting the exhibition at a peak time if you want to try out the instruments; they make very gentle sounds which almost certainly would be drowned in a large noisy group.

Philippa Davidson

Gloriously crude

Gargantua. The Medieval Players.

Like a troupe of strolling players 500 years ago, The Medieval Players hump their own booth-and-trestle stage up and down the country, in carnivals, fairs and festivals. Formed three years ago by a couple of Cambridge English graduates, the company also specializes in the sorts of plays their predecessors might have presented, convinced that "there was intelligent life before Shakespeare". They have performed various rare fifteenth and sixteenth-century pieces as well as their own dramatizations of four of Chaucer's *Canterbury Tales*.

This year they are touring the country with *Gargantua*. Carl Heap's adaptation of the first book of Rabelais' *Gargantua and Pantagruel* can be seen in Oxford, Stratford-upon-Avon and at the Edinburgh Festival before the company embarks on a major national tour which will take them from the Orkneys to Torrington in Devon.

Hugh David

Tel: 01-253 3099 for tour details

Hymn to Dallas

Flying Visit. The English Teaching Theatre.

There can be few more pleasant ways of learning English than from the English Teaching Theatre. Even before their show starts - while the cast are taking money and tearing tickets at the door - they are warm, bright and enthusiastic. They are exactly the same on stage. Their new programme, *Flying Visit*, is touring this country at the moment before visiting schools and colleges abroad. Like previous shows it is a happy review looking at life in England through a mixture of songs, sketches and monologues.

The performances are so sharp, the material so good, that it takes a while for a native English speaker to notice the amount of basic language work that the show covers and the

degree to which the audience is involved and made to work. In the best music hall style members of the group come out and talk to the audience, making them laugh but also rehearsing just about every English greeting. Songs and sketches similarly concentrate on times, dates, colours and the use of the telephone. A whole section takes television programmes as the new *lingua franca*. Nearly everyone in the international audience I joined knew about Dallas and happily joined in the ETT's hymn to it, a parody of the hymn to the Virgin Mary. Entirely composed of common English phrases: "I really like it! I think it's great". Schoolchildren in Scandinavia, Japan, Brazil or wherever this year's tour ends up might soon be saying the same about *Flying Visit*.

HD

Tel: 01-434 1909 for tour details

Rag traders

Being accepted on a degree foundation course at an art college represents a first and almost inevitable hurdle on the path towards any creative job in the fashion and textile business. The minimum requirement of some O and A level GCE passes is necessary even to earn the right to knock on the door; a folder of work is the next stage after which art school staff decide whether or not to grant admittance. In the old days the lucky few who got in tended to relax into their safe and isolated world, waking up with a rude jolt four years later when they discovered the yawning gap between what they had been trained to do and what the commercial world required of them.

Sandwich courses with industrial and design studio links have for some years been the craft teacher's answer, and even placements abroad: the limitations imposed by the demands of industry are now seen as a challenge, and the results of this new response can be seen in boutiques and up-market furnishing stores.

The annual art college degree shows are also a testament to the work of the staff who shoulder the increasingly heavy burden of giving each batch of students an auspicious launch towards a rewarding job.

Brighton Polytechnic, who offer a BA Honours degree in fashion and textiles, brought their first fashion show to London this year. Although they concentrate on textiles for fashion and only provide a short course in pattern cutting and dressmaking, they gave a highly professional show which amply justified the expense of mounting it (partially defrayed though it was through the generosity of fabric and yarn firms). It seems unfair to single out any one graduate's collection when the total effect was so good, but I was particularly impressed by Martin Kidman's range of knitwear and formal clothes and I was not surprised to learn that Nicos Estellou had been inundated with orders for his knitwear.

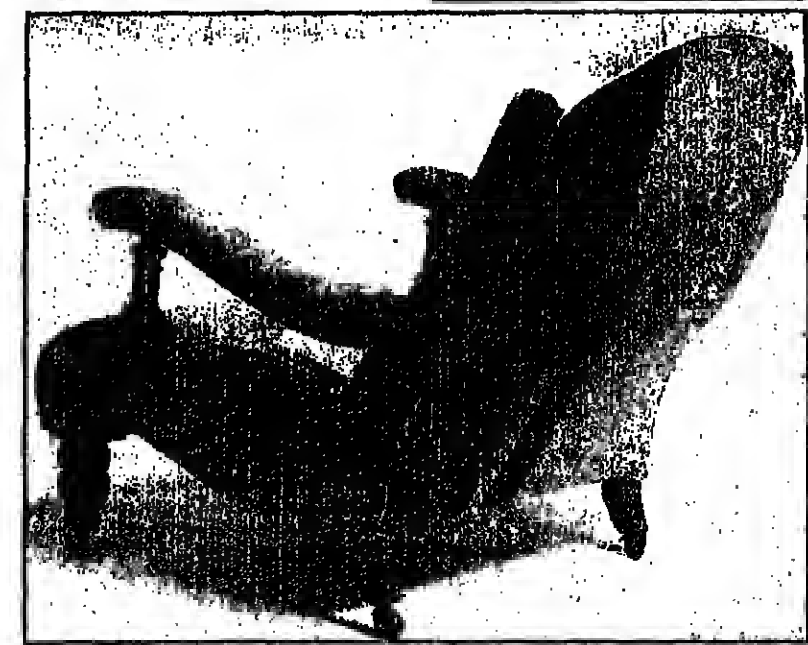
St Martin's dazzling cat-walk display was markedly free of unwearable follies: no lure-breasted brides or baseball shouldered jackets to amuse. Instead we saw a series of spectacular collections almost all capable of adjustment to the requirements of at least the more adventurous boutiques. The dress show given by Central,

whose course is orientated towards industry, is seen as an occasion for displaying fashion fabrics. Unfortunately the models from the London College of Fashion moved so quickly that they did not allow the audience more than a quick glimpse. This was particularly irritating in the case of Polly White, whose collection merited more time to admire its elegant designs. Marion Wilson's upholstered furniture (pictured below) was an unusual feature of Central's textile show. She has taught herself to restore and stuff period furniture which she then covers with her handwoven and printed cloth. The effect is of pieces of functional art.

Training is increasingly geared to the realities of the rag trade and industry is responding as never before with prizes and raw materials. It seems in the area of fashion that the effort to link design with the commercial world will result in even the dullest manufacturers being alerted to the tremendous wealth of talent and expertise emerging each year from these excellent colleges.

Betty Tadman

Right, work by a student at Central School of Art and Design



ARTS

LIFT-off

Raising the Titanic. London International Festival of Theatre.

Lord Grade and various American millionaires please note: the "Titanic" will be raised at about 8.30pm on Tuesday, August 9 - and then at the same time most evenings until August 20. Not, you understand, the real "Titanic" but a 100ft welded steel affair designed by inventor Tim Hunkin. And the enterprise will not be taking place in the iceberg-strewn north Atlantic, but in the less perilous waters of the Regents Canal Dock Basin, London E14.

Staged by Welfare State International, *Raising the Titanic* is only one of well over a dozen different productions being mounted around the capital as part of the second London International Festival of Theatre. Companies from Jamaica, South Africa, Canada, the United States and all over Europe will be presenting 98 indoor shows and a total of 127 outdoor events during the Festival, which runs from August 5 until August 21.

At a cost of something approaching £30,000, *Raising the Titanic* promises to be the most spectacular of the open-air events. Members of Welfare State International's team ("Please don't call us the National Theatre of the Prince") have been preparing for it for some weeks in London's dockland. An "advance team" arrived in mid-June to begin preliminary work with the London Borough of Tower Hamlets Youth Arts Project "A Team". Workshops on music and dance have come up with material that will feed directly into the show. Other community groups have been constructing giant sculptures, banners and a fully sailable Raft of Fools. Film-makers and local photographers have concentrated on producing a full record of all stages of the project.

A 35-strong team of Welfare State "professionals" arrived in mid-July from the company's base in Ulverston, Cumbria. Living, eating and sleeping in a tented encampment on the crumbling dockside, they have been responsible for the technical side of things - installing seats and lighting, publicity and the construction of huge 30ft rolling

stages on which scenes will be played.

On site last week, director John Fox stressed that the show was a community enterprise before anything else. Things have not changed very much, he says, since April 1912. "Particularly down here in Limehouse, there's still a hell of a lot wrong with society. If we're doing anything with the amount of money we're spending we're trying to ask questions and give people - ordinary local people - the means to help themselves. We can lend them a mouthpiece and help to channel their tremendous creativity - something schools have always done their best to stifle."

Raising the Titanic promises to be one of the most memorable pieces of theatre London has seen for a long time. It aims to combine "symphonic pantomime and technological spectacle" with buskers, ravers, music and set-piece tableaux depicting "The Floating Pool of Drowned Gamblers" and "The Stinking Nomadic Camp of the Palm Room Fresco".

Among the other groups in London for the two-week LIFT Festival are two of the world's leading children's theatre companies. Le Théâtre de la Marmaille from Montreal are presenting two shows, *Toller Than Tears* for children of between six and ten years, and *L'Unik* for families with children over six. The Dutch puppeteer Jozef Van Den Berg is performing *Message from One-Eye* (again for children aged six and over) and an adult show *Mother and the Fool*.

Other companies include the acclaimed Compagnia del Collettivo from Italy who will be presenting Shakespeare's *Hamlet*, *Macbeth* and *Henry IV* in Italian at the Riverside Studios; and a French group Urban Sax, who will have 30 saxophonists playing in Covent Garden Piazza on the evening of August 7 to open the Festival with what is described as "an experiment in acoustical town planning".

Hugh David

Further details about the London International Festival of Theatre from the LIFT Box Office, The Drill Hall, 16 Chertsey Street, W.C1. Telephone: 01-637 9521.



Pull-Rover by E McKnight Knuffer. Shell Lorry Bill No 262 dated 1930.

Speed, efficiency, success

That's Shell - that is an Exhibition of Shell Advertising Art. The Barbican Gallery until September 4.

"Shell for Power and Pace" boasts a poster at the opening of the exhibition but although this has taken on a less positive tone today, in the twenties and thirties Shell Oil certainly established a profitable working partnership between commercial and fine art. Paul Nash, Ben Nicholson, Graham Sutherland and John Piper are only four of many well-known artists to have designed for the company and when you look at the countless Shell Guides to the coastline, coast, roads and natural life of the British Isles, you find an organization as renowned for its illustrated books as for its manufacture of fuel.

Of course, you used Shell oil and petrol to visit these sights, tearing down the road so fast that the observer, whether navy, hiker, or Loch-Ness monster, appears to have two heads facing in opposite directions. Or, you travelled by air, wings on your back and a can of fuel in your hand. Judges, doctors, farmers, jockeys, footballers and actors used it and when the bright boy in the class was asked to draw what he considered to be the finest

shell, he naturally drew a drum of that liquid which he had heard praised so much.

As well as being a social document, the exhibition also contains a history of commercial art. From postcards and posters to books, paintings and prints, the inter-war years appear like a lost, largely middle-class paradise. The pictures by now-famous artists may relate to international abstraction or surrealism, but the slogans, "See Britain First" and "Shell is Best", are always chauvinistically proud. McKnight Knuffer gave British graphic design the economical force of Cassandre and Herbert Bayer but most of the items present images like Stonehenge and Britannia and always with the associations of tea and scones.

Nostalgia for the over-forties, the show supports the myth of the good old days. It is popular culture in a pre-television age. Even then you could buy speed, efficiency, beauty and success, if you bought Shell and although cartoonists may mock at the pretensions, you could be made to feel "like a Greek god". A source of energy for all seasons and occasions ("Yule be sure of Shell") and "Jubilee in Shell!" everyone appears to be on top of life. ("That's Shell - That Was!")

Michael Clarke

In short

RCA Graduation Films. BAFTA, July 12, 19 and 26.

Television provides not only the principal outlet for short films, but increasingly the model: in these three programmes of films by graduates of the Royal College of Art, its formal influence was far more evident than that of the avant-garde and, rather surprisingly, there were only two examples of animation (by Gary McCarver and Jonathan Hodgson). So, while Sophie Muller experimented with both form and technique (*In Excelsis Deo* and *Interlude*), the other directors were mainly content to demonstrate their professional skills and to exploit technical innovations within fairly conventional formulas. Ian Duncan's *Gone to Ground*, for example, was an accomplished piece of work, but very predictable.

The art documentaries of Lin Solomon and Sam Scoggins did try to expand the genre, especially the latter's imaginative exploration of the world of J G Ballard, and there was interesting material in two films on the Irish question, Anna Liebherr and Lin Solomon's *A Free Country* and Mari Peacock's *The Arrival*. In fact, all three programmes were enjoyable. But only David Glynn Jones, in *The Wire*, showed where the short film can rival the short story: told with wit, humour and well-paced, it had a nice twist in the tail. Otherwise, it was the narrative techniques of the small screen rather than the potential of the short film that seemed most in evidence here.

Robin Buss

Threesome

Annie Wobbler. Brum Studio, Birmingham Rep.

This riveting play is simply three character studies of women, written for one actress (Nichola McAuliffe) by Arnold Wesker. For teachers of English literature, struggling to show students how character in drama is revealed through dialogue, it offers a perfect demonstration model.

Annie Wobbler is an ancient charlady (a character from Wesker's own youth), who "does" for "some funny few people" in a 1939 Steppen tenement. "Annie" is a present-day student who, with a First Class Degree in French, is in the painful process of shedding her once comfy, working class skin while Anna Wharton, at the peak of her success as a novelist, finds it suddenly difficult in middle age to work out who Anna Wharton is.

What can they possibly have in common; these three different women so sharply delineated through monologues which are sparing in words and muscular in their descriptive strength? It's Wesker's achievement to lighten our perception of the factors about being human which they, and we, all share; a need for some reference point of personal identity. Their differences, however, give Nichola McAuliffe the opportunity to show that she can create in one evening a performance of fine-boned sensibility and bravura comedy.

Ann FitzGerald

The National Youth Theatre, now in its twenty-seventh year, is facing bleakness. After 12 successful years at the Shaw Theatre, Camden Council is ending the lease in November and plans to convert the theatre into a community arts centre with provision for ethnic and minority groups. The Council will, however, accommodate the NYT for eight weeks every summer for the next five years. NYT's summer season opens on August 17 with *For Those In Peril*, by 22-year-old Chris Barber. Short. The play tells the story of the Liverpool Blitz of 1931, won first prize in the Texaco/NYT Playwriting Competition.

BOOKS

Entering the adult world

Young People in the 80s: A Survey. Commissioned by the Review Group on the Youth Service. HMSO £4.50. 0 11 270394 1.

"... I don't know what I want, but I want more and I want it now..." (p38). Happy the land whose young people can produce such answers to probing adult questions. The quotation comes from a detailed survey of how 14 to 19-year-olds choose to spend their leisure time and the reasons for their choices.

Compared with the crude articles on young people which have recently appeared in the mass circulation daily newspapers under such headings as "Bloody Kids!", this study is a treasure house of information for all those working with young people. Teachers and youth workers, for example, will be able to compare the attitudes and behaviour of their own young people with a carefully constructed sample of 635 which included West Indian and Asian as well as Caucasian respondents. The sample also covers adequately the main variables of age, sex, status (in education, employed or unemployed), geographical location and class (although the categories used to describe the latter are nowhere explained). There is simply no substitute for such painstaking, quantitative research; it is one of the virtues of the social sciences that the main issues behind political deci-

sions can be sharpened up by means of such surveys.

By modern standards, the report is remarkably free of jargon and so is available to a wide audience interested in such topics as the attitudes of young people to youth clubs, sports, alcohol, drugs, the police, fighting, feminism, job expectations etc. There is the occasional lapse from clear English into phrases like "The usership profile of solus sports centre users..." (p43). But readers should not be put off by this or by the unnamed authors' penchant for the words "aspiration" and "segmentation" (passim). I would suggest, however, that this is a publication to dip into frequently, when searching for a useful point of comparison with a national sample, rather than a book (of 60 pages of text and 40 pages of tables) to read from cover to cover at one sitting.

In a review of this length there is space to highlight only one main strength and one weakness. On the positive side, the topic of unemployment keeps surfacing throughout the report. Unemployment was thought to be "the single most important cause of nothing" (p17) and it was the most significant issue that young people worried about. As the authors argue, "Employment was the most important symbol signalling entrance into the adult world and was therefore a goal all were striving towards. Unemployment robbed the individual from successfully cross-

slog the boundary between adolescence and adulthood and forced him/her back into a role of dependence on the adult world..." (p27).

Despite many acknowledged strengths, this study also contains the limitations inherent in the technique. It is obviously not possible in a "self-completion questionnaire" on a very wide range of topics to pursue discussions in depth and over time with young people. The authors are often forced to move from "hard data" (eg only 26 per cent claimed to be involved in church activities) to "purely speculative" interpretations. There is no attempt to go beyond the standard response of many young people: "boring". It is not good enough to state baldly that "Boredom... was often a condition of the adolescent life stage" (p35). It takes an anthropologist like Allison James months of patient fieldwork to understand what is being said. I was not convinced by the claims made in this report of "intensive qualitative techniques".

Many of the findings leave little room for adult complacency. To give but one instance, 73 per cent of the sample acknowledged being politically apathetic. Year after year the majority of our young people leave school politically uneducated, increasing numbers of them remain unemployed, and yet we expect them to be committed to democracy. We could be in for a shock.

Frank Coffield

Pulling out plums

A Mania for Sentences. By D J Enright. Chatto & Windus £12.50. 0 7011 26620.

In his essays, his novels and (especially) his poems, D J Enright is a lightfooted heavyweight, like the young Cassius Clay. His sentences are serious contenders: they run swift and easy but pack a hefty punch - as if they were straining to become English proverbs or Zen aphorisms. This new selection of 28 book reviews demonstrates his appreciation of the same tendency in non-English writers, though he recognises the danger of over-indulgence. Gustave Flaubert was rebuked by his mother: "Your mania for sentences has dried up your heart." Enright remarks that Flaubert was pleased by this reproach, enjoying the style of the sentence.

When Brecht's wife was sighing about female hardships (childbirth, menstruation and so on), Brecht just grunted: "Men shove." She eyed his stubbly chin and retorted: "How do you know?" Very characteristic of Brecht, that bloody-minded dissent. One of his poems begins: "King Philip wept when his feet went down. And who did weep?" A good question. But if you ask, "What about the workers?" too often, you end like Andy Capp.

The first six of Enright's essays concern German writers about whom we British may need to know more. Besides Brecht, we learn of Goethe, Heine, Musil, Frisch, Grass, Böll and the brothers Mann. Some may have seemed too long-winded, too obscure, too foreign; but Enright pulls out their plums, finding those short sentences - brusque, earthy, stoical - that might attract us to these good Germans. He quotes Günter Grass's appealing

boast: "In a devious way I'm uncomplicated."

The next six essays indicate Enright's experience of Asia. With the eleventh century writings of Lady Murasaki and Lady Sareshina he is quite courtly, like a well-chosen Western ambassador. Eight centuries later he finds a bizarre field of study in William Wu's discourse on fiendish Chinese characters in the "Yellow-Peril" pulp-fiction of America: they are like our own home-grown doctors. No and Fu Manchú, quite good subject for students of racism. Enright remembers that he and Han Suyin were once accused by the Singapore authorities of encouraging "yellow culture" - by which was meant vulgar Western things, like juke-boxes and sexul books. "Like Fu Manchú, we were yellow-peril incarnate," says Enright. "As Confucius says, 'More different, more same.'"

Two Frenchmen and the Good Soldier Schweik are also discussed in this second section. What about the British? We are represented by an essay on Anthony Burgess (another old Malaysia hand) in the final section of the book: his wordplay is found more enjoyable than his stories, the things he does to his characters. The six concluding essays are mostly about wordplay, much of it from the United States, a country which seems to touch Enright's heart. He warns to the author of *Charlotte's Web* and he is quite tender toward a book about the conversation of American five-year-olds. He pulls out their innocent aphorisms as if they were witty Germans: "Dinosaurs don't ask. What's the use of being Chinese if you don't do things different? You can never take a picture of thinking."

D A N Jones

Odd scraps

With Bold Knife & Fork. By M E K Fisher. Chatto & Windus £3.95. 0 7011 26292 2.

Embedded among the cautions, admonishments and exhortations of Mrs Fisher's folksy prose are to be found anecdotes and unusual scraps of information which make the somewhat wearisome task of ploughing through the bedding, as it were, worthwhile. This is not simply a cookery book; nor is it a relation of the author's likes and dislikes (although these figure largely). It is a general survey of the art and craft (skulduggery and trickery, to use Mrs Fisher's own words) of cookery and of the interesting information contained in cooking manuals and even literature of the past - not omitting the Ancient Greeks. Many of the comments are irrelevant on this side of the Atlantic but many more are much to the point and many of the recipes very good indeed. These, mercifully, are printed well clear of the surrounding kitchen chit-chat and are easily found by means of the thorough index.

Katya Watter

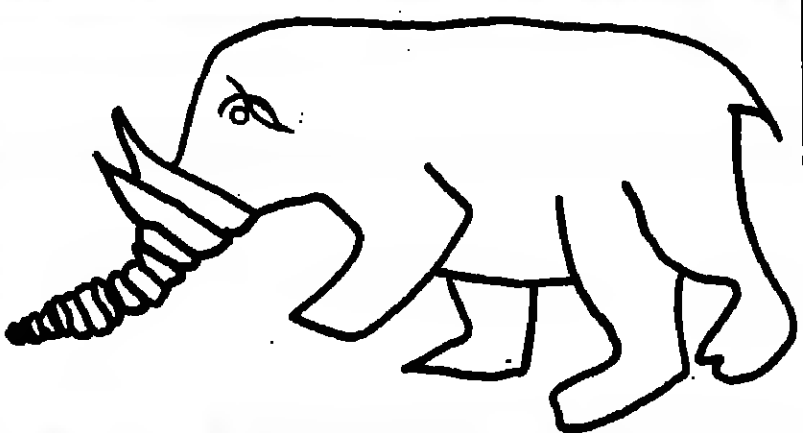
Enigmatic

Coningsby. By Benjamin Disraeli. Penguin Books £2.50. 0 14 043 192 6.

Disraeli is as much as he was in his lifetime an enigmatic figure and no two people view him alike. He could not live without play-acting but at the same time his sincerity cannot be called in question. He was politician, courtier, novelist, devoted husband and ladies' man, highly romantic and at the same time a realist, oddly humble yet extravagantly arrogant.

This edition of *Coningsby* is prefaced by an illuminating introduction by Thom Brown whose understanding of Disraeli in all his roles is profound. The brief discussion of *Coningsby* itself as well as its relation to his other works and to Disraeli's life as a whole, is most instructive. Carefully selected notes conclude the volume which also contains a similarly selective list of titles for further reading.

KW



Elephant watermark in use in France in the sixteenth century - an illustration from Handmade Paper Today: a worldwide survey of mills, papers, techniques and uses by Silvie Turner and Birgit Skold (Lund Humphries £25.00 standard edition, £100 limited edition with paper samples).

Street wisdom

The Penguin Dictionary of Proverbs. Edited by Rosalind Fergusson. Penguin £2.50. 0 14 051118 0.

As a working definition, proverbs are what our grandmothers spouted ("Many a mickle makes a mickle"). Aphorisms are coined by wits. Proverbs, as the proverb has it, are the children of experience; aphorisms all too often the experience we would pass on to our children. Hence the down-to-earth common-sense of the 6,000 entries in *The Penguin Dictionary of Proverbs* and the high-sounding windiness of many of the maxims and tags in John Gross' new *Oxford Book of Aphorisms* (reviewed in *The TES* May 13, 1983). Lord Chesterfield's son, one can't help thinking, would have fared better if he had known that "Cold pudding will settle your love". As it was, all he got were the lofty peruses of the Fourth Earl ("Wrongs are often forgotten, but contempt never is"). 23 of which Mr Gross reprints.

The young man should have listened to his grandmother, let's call her the Dowager Third Countess. She could have told him that a lady who is a blab is a scab; that cruelty is the strength of the wicked; that fat housekeepers make lean executors; even that sailors get more like horses, and spend it like asses. The richness and variety of British proverbs is immediately apparent from even the most cursory glance

at the dictionary, which has been compiled by Rosalind Fergusson. "He who pays the piper calls the tune"; "If this does not work now, do it for thyvax" - the familiar and the less well-known exist side by side, arranged in nearly 200 categories, indexed and cross-referenced. There are proverbs about life, proverbs about death, proverbs about guilt, proverbs about women (although interestingly there doesn't seem to be a single one about men).

Not unnaturally most of those included are traditional British and for that reason anonymous. A few, however, are Shakespearean tags which have entered the language ("Neither a borrower nor a lender be"), translations of European proverbs or examples of the gnomes, Chinese Confucius-he-soy variety. "Wise is the man who has two loaves, and sells one to buy a lily". They are contradictory ("Too many cooks spoil the broth"), occasionally mystifying, sometimes just plain ridiculous ("A red cow gives good milk") but in their quirky, folksiness they express something of the polished aphorisms of Lord Chesterfield, La Rochefoucauld, Montesquieu, Wilde and the rest; can never hope to - what another proverb calls "the wisdom of the streets".

Hugh David

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Edited by Andrew Carter and Robin Schofield

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BOOKS

Elementary, my dear...

Forth Programming. By Leo J Scanlon
Prentice-Hall £13.55.
Pascal for the Apple. By Ian MacCallum
Prentice-Hall £15.95. 0 13 652891 0.
Elementary Pascal. By Henry Ledger and Andrew Singer.
Collins £7.95 and £4.95.

The very first high-level languages were not, initially, designed as tools for the user to conceive and express what he wanted to say, but as automatic coding languages whereby a single "user-friendly" statement could generate automatically two to ten lines of unfriendly machine code. What constructs were made available did not depend on what the user would find more expressive, because nobody knew what that would be; the hardware instructions of the intended machine inspired what was put in the language. This can most obviously be seen in the arithmetic of FORTRAN 1 and 11, clearly derived from the arithmetic SKIP on the IBM 704.

Such languages are, obviously, simple to reduce to machine code and this explains why small straw micros are restricted to BASIC and ignore all the linguistic discoveries that ease the work of those who use modern languages such as Pascal and BCPL.

Meanwhile, in the late sixties with the PDP 11 and the IBM 1130, the underlying machine architecture changed fundamentally. The old Von-Neumann architecture was replaced by a stack architecture, and, immediately, new machine struc-

tures suggested new language primitives. Moreover, in whole or in part, certain of the ideas that high-level language designers had discovered in the meantime could be included while still keeping the language as an auto coder for a stack-based machine. I am glad to have read *Forth Programming* since Scanlon shows clearly how one must always keep in one's mind the state of the stack machine that will interpret one's program.

Since *Forth* is a modern auto coder for a modern machine, it is, like BASIC, simple to reduce to machine code and can run on machines with minute stores; restricted to a choice between simple auto coders I would choose *Forth* without hesitation for it has managed to include, and rightly makes much of, a very restricted form of abstraction whereby a complicated bit of calculation can be given a name and that name used whenever one wants that bit of calculation done. However, parameters can only be used in a highly artificial way and, for no very good reason, recursive definitions seem not to be allowed. I would feel straight-jacketed in any such auto coder.

Of the languages designed to help the user conceive his intended programs and to enable nonsensical programs to be rejected by the compiler before they are executed and chaos ensues, Pascal seems to have achieved a dominance comparable to that of BASIC among auto coder languages, and publishers are deluged us with introductory programming through Pascal books as, two years ago, they were with their BASIC equivalent.

Permit me the melancholy thought that Pascal is particularly good in rejecting nonsensical programs, and no more than average in providing constructs that free the mind to conceive what one wants to program.

Two Pascal programming books stand out: Ian MacCallum's *Pascal for the Apple* and *Elementary Pascal* by Ledger and Singer. The first is remarkable for supplying a disk as well as almost 500 pages of text. The disk contains 13 example programs to save you keying them in, and ten XPLAIN programs that explain in fuller detail important parts of the text. It assumes you have an Apple UCSD p-code system.

All this enables MacCallum to produce a very full and practical learning experience. His choice of problems is admirable, leading to a need for successive Pascal features in a very natural way. I do, though, have one major criticism of his didactic methods: he says of those programs that involve recursion that they are difficult and advises they be skipped on first reading. This seems to me to multiply the difficulty of recursion, particularly for the less self-confident beginner. He should rather have introduced simple examples of recursion earlier.

It is particularly easy to find suitable problems with the Turtle-graphics package he is using. Otherwise, I commend his choice of exercises, particularly the use of sequences of exercises to build up programs that solve fairly large, clearly posed problems, and complete solutions he invariably provides. He is exhaustively clear about some of Pascal's trickier features, and does

not hesitate to criticize constructively details of Pascal's design that he thinks mistaken, though I think that there are some more fundamental problems with Pascal that he does not consider. Maybe he is right not to do so in an introductory text.

But there is one very worrying problem with this book. Suppose you have Pascal not on the Apple, or are wondering whether or not to buy the Apple Pascal system. Not only is the disk useless to you, but there is a lot of material on the Apple and its Pascal system in the text that you don't need and don't want. I think that what is only relevant to Apple users with the UCSD Pascal system could and should have been printed in another type face, so that it would be easy to skip.

Ledger and Singer believe that the best method of teaching programming is through problems, not in first giving the learner a programming language and then asking him to try using it to solve problems; that only a very few ideas underlie programming techniques, that, above all, the learner's interest must be fully engaged.

Nothing too original here. But what they have done as a result is to produce the most original and enjoyable introduction to programming I expect to see. They have supposed that Sherlock Holmes had access to Babbage's Analytical Engine and used it for his detective work; they further supposed that Pascal (or BASIC in a parallel volume previously reviewed in these pages) is the Analytical Engine's language. This latter supposition in-

volves a far larger, but, for me, willing, suspension of disbelief. They then provide 11 cases reported by Dr Watson in an able pastiche of Conan Doyle's style such that each leads to an informally expressed algorithm to solve them. Then Holmes writes the Pascal program that expresses that algorithm for the Analytical Engine, while Dr Watson mumbles and reports on the consequences. The authors then allow themselves short discussions giving rules for the Pascal primitive of Holmes' programs and making a few general sensible remarks for the programming beginner.

The sequence of ideas is excellent, and the stories that introduce them are rarely forced, though somewhat shorter and less exciting than the classic Conan Doyle tales. Occasionally an Americanism creeps into the pastiche, and, although it is subtly evident that this is not Conan Doyle's Dr Watson, I have met other Holmes recreations that are further from the original and less fun. Moreover, this book, Holmes and all, uses 260 pages to cover as much of Pascal as MacCallum does in 320 of his 490. Should Ledger and Singer have included a short summary of the parts of Pascal that Holmes did not reach? I don't think so, for their aim is to teach programming fundamentals, not Pascal. But there are some more advanced programming ideas; recursion; coroutines, abstract data types, cooperating processes and all of ADA. I would like to see how they would tackle these in another book.

John Laski

Children's literature
Future signals

Children's Books of the Year 1982. Selected and annotated by Barbara Sherrard-Smith.
Julia MacRae Books £4.95. 0 86203 121 4.

This catalogue of *Children's Books of the Year 1982* brings to a close the sequence of one-woman annotated listings of notable children's books which commenced with Naomi Lewis's *The Best Children's Books of 1963*, hiccupped switched to the aegis of the National Book League and the direction of Elaine Moss in 1970, and in 1980 became the sole care of teacher, librarian and reviewer Barbara Sherrard-Smith. It is important here to pay tribute to the integrity, industry and involved enthusiasm of each compiler. In turn, no one working with children's books can have failed to benefit from their labours; yet I for one will not entirely regret their cessation. The compilers have seemed increasingly like those desperate heroines of folklore, set by some ill-wisher to the thankless, near-impossible task of sorting lentils from ashes. Despite its honesty of purpose, its practical usefulness, its competence of execution, *Children's Books of the Year 1982* eloquently sets out the arguments for its own demise.

There are too many children's books published each year, over too wide a range, for too disparate an

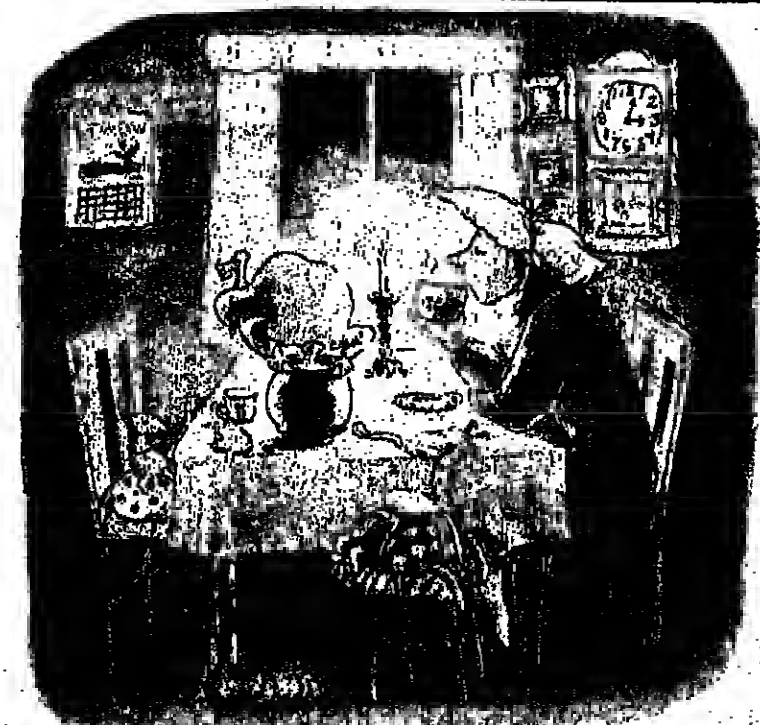
audience, for a single reader to sift and comment on them all. Their uses are too diverse, and the perspectives on them too hotly contradictory, for a single overall view to remain adequate. *Children's Books of the Year* is to all intents and purposes to be replaced by *The Signal Review of Children's Books*, the first volume of which, also covering 1982, appeared some months ago. In place of that single view, it offered a mix of survey essays and review listings by children's literature experts such as Margaret Meek, Lance Salway and Elaine Moss, with an advisory panel of teachers to temper expertise with experience. Despite concern in some quarters about the NBL endorsing a guide produced by a commercial organization, it is hard to see in what sense *The Signal Review* is less independent, fair or authoritative than *Children's Books of the Year*; it is certainly more flexible. It can give, for instance, four views of the year's picture books, to Barbara Sherrard-Smith's one; it can bring a fresh eye to the categorization of books, which has been one of *Children's Books of the Year*'s chronic problems. When Naomi Lewis started her surveys, and when Elaine Moss adapted the idea for the National Book League, children's books were on a rising curve of excitement and experiment. Now publishers and authors, as Barbara Sherrard-Smith makes plain in her discussion of novelists, are seeking to titillate, not stimulate. The wave has broken, and the exhilarated response of the single reader on the surfboard must give way to the sceptical, disputatious chaos of lookers-on contemplating the flotsam of spume as they reach the shore.

In general, Barbara Sherrard-Smith has once again made a well-judged choice of some 250 books from 3,000, and has written brief, accurate, informative, rather over-enthusiastic reviews of them. But once again, too, the bland uniformity of approach has hidden the best books among the mediocre. Few could, using this listing, separate 1982's outstanding books - Rachel Anderson's bitter and powerful

novel *The Poacher's Son*, the Crossley-Holland/Keeping Beowulf, Charles Causley's Christian poetry anthology *The Sun, Doncing*, the Ahlberg's intimate *Baby's Corollary* - from the rest. The section containing *The Poacher's Son* - "Fiction 3: Stories for 11 to 14 year olds" - gives a perceptive account of that book, but the force of the praise is dulled by the similar treatment accorded the other 33 books, ranging from William Mayne's *Winners through Jean Ure's A Proper Little Noisy* to three of the weakest novels of the year: Helen Cresswell's *Dear Shrink*, Geraldine Harris's *Prince of the Godborn* and Louise Lawrence's *The Earth Witch*.

Inevitably, some deserving books are omitted: interesting debuts, such as Peter Hunt's *The Maps of Time*; intriguing departures, such as Farukh Dhondy's *Trip Trip*; worthwhile continuations, such as Geoffrey Trease's *Sorcerer and Shadows*; stretching works such as Aidan Chambers's *Dance on My Grave*; minor pieces from major writers such as Jan Mark's *The Long Distance Post* and William Mayne's *Skiffy and the Twin Planes*; oddities such as Tolkien's *Mr Bliss*; triumphs such as Geraldine McCaughrean's *One Thousand and One Arabian Nights*; even a major initiative from a leading publisher, *Cordell Light*, the first volume in OUP's "Three Poets" series. The most damaging gaps are among the reprints - a section on "New Editions in Hard Covers" misses Louis Untermeyer's *Golden Treasury of Poetry*, Kaye Webb's *I-Like This Poem*, Andrew Lang's *Chronicles of Pantomime* and *Arizzone's Little Tin and the Brave Sea Captain* - and on the controversial fringes of kidlit - neither Ted Hughes and Seamus Heaney's vision of the world made new, *The Raven Bag*, nor Raymond Briggs's of the world in ruins, *Where the Wind Blows*, receives as much as a glance. *The Signal Review* may also let good books slip by, but it does not pretend that children's books are safely separate from the big bad world outside the nursery.

Neil Phillip



"... Then having split most of his milk he thinks it very funny to dive into the honey pot and lick up runny honey..." Wicked, wanton, wild Bodger passing time before his voyage across the ocean. From *The Wild Baby's Boat Trip* by Barbro Lindgren and Eva Eriksson (Hodder and Stoughton £3.95).

Townscapes

Settlement Geography. By George Gordon and William Dick.
Holmes McDougall.

Well over four fifths of this book is urban geography, dealing as it does with the classification of settlements, their growth, structure and influence; and their attendant social, economic and environmental problems. It has been written for students preparing for O-level and beyond.

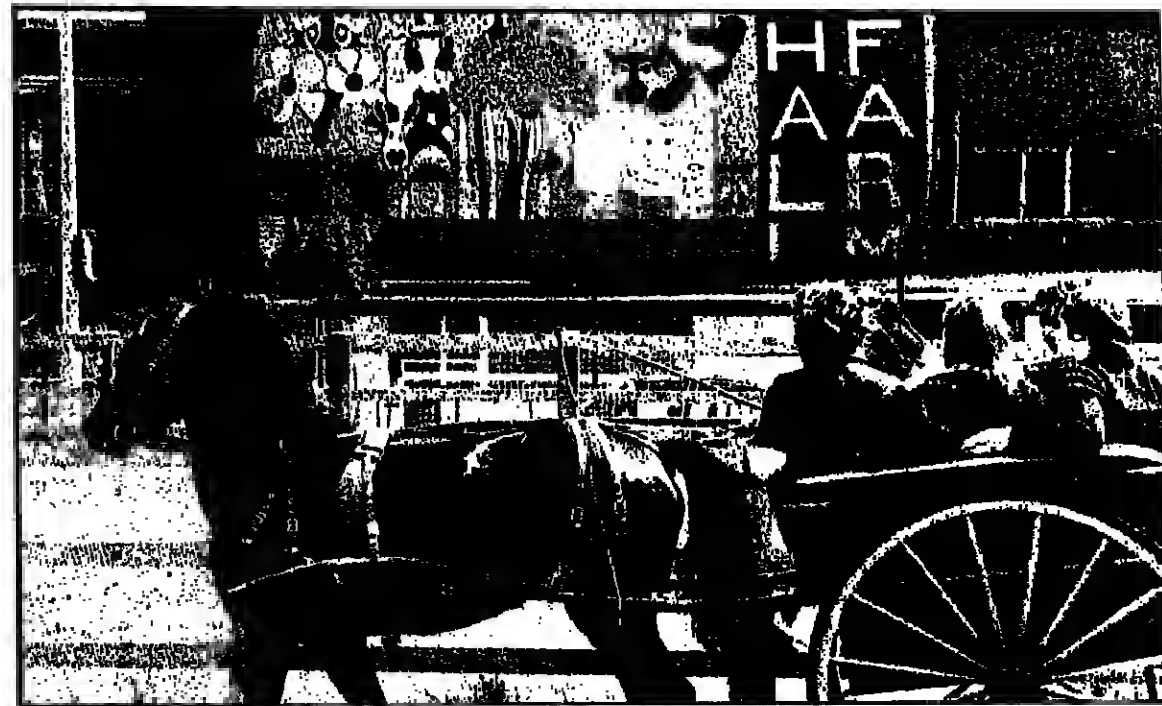
Poofishly the publishers claim that "The last chapter is quite unique. It deals with the techniques of field study applied to settlement geography." Presumably they have forgotten the meaning of the word "unique" since the field study techniques in question include those long-established and well-documented favourites, the farm study, land use survey and village study.

Philip Sauvain

RESOURCES

The taming of the
concrete jungle

... down on the city farm. By Susan Thomas



Vauxhall City Farm with its mural and animals is a source of pride to the local community.

A group of derelicts watched with interest as the pony cart moved across the open ground to the farm gate. The small baywhinnied greeting and the passengers waved. Setting down his bottle, the oldest and greyest acknowledged them with regal dignity. Vauxhall is not a pretty place, but full of surprises.

The City Farm, sandwiched between the Oval gasholders and the Clapham Junction line, is a tiny corner of rural England rooted in the inner city. It is a source of considerable pride to the local community - shoppers stop off for half a dozen eggs or a "pint of best goats"; the spinning circle meets once a week to tease out the fine Jacobs wool; the local infants school borrows the donkey for its activity plays; and taxi-drivers divert to show their Waterloo-bound fare the Vauxhall pigs.

Having got past anthropomorphicism, overcome their fear of the pigs, goats or even the soft grey rabbits, visitors can start work - collecting eggs, feeding the animals or making soft cheese.

"It is both a social and an educational experience," says Dierdre Moore, farm manager. "Caring for the animals means conquering fear, accepting responsibility, developing self-respect and growing up." On the way they come to terms with realities.

"This egg, wot I'm gonna eat for me tea... I'll got chicks in it now?" asked one of the kids from a local special unit for reluctant attenders.

"This visit has brought up a lot of useful questions," said her teacher. A decade on, city farms are proving their worth. Each one is an educational resource, a focus for the community, a source of real employment and work experience, and occasional testing ground for theories of plant cultivation, iron-age husbandry, selective stock breeding or community self-help.

They are the brain children of the local community, located on tempor-

arily vacant council land, subsidized by urban aid, slippage grants and vigorous fund raising and advised by a host of friendly experts.

If, through youth or handicap, children are unable to make it to the farm, Dierdre pushes the animals into the van and takes them to the school. "Sheep, goats, rabbits, ducks - they can keep them for the day - gradually gaining confidence with them. Children need time."

"The animals are very tame. 'But definitely not pets. Surplus stock is either sold or butchered. I encourage helpers to come with me to the abattoir. If they don't like the idea of killing animals, then they have to decide what their attitude is going to be to eating pork chops from the supermarket."

Vauxhall is a serious farming project. In spite of its miserly two thirds of an acre, it keeps a wide variety of animals including two ponies and a donkey and a whole range of unusual poultry. "We have decided to concentrate on breeding pure stock - Sannen goats, Gloucester Old Spot pigs, Silkie. Selective breeding means that schools can latch on to the genetic work involved and show the community that the farm is not just a dumping ground for any old rubbish."

On the employment side there are four full-time adults, two 17-year-olds

on MSC funding and a couple of fifth formers gaining work experience. Often these youngsters are practical, non-academic, non-achievers. Working in a close-knit, closely supervised environment, they are able to take a level of responsibility quite impossible elsewhere.

The helpers, who put in hours of voluntary labour each week, also learn essential life skills - team work, how to read instructions, weigh out feed, care for sick animals, design and make a shelter, cook and decorate.

There are always problems. Stealing is a constant headache. "Money goes missing if I look away for a moment, rabbits and guinea pigs disappear up people's jumpers but there has never been any serious vandalism directed against the animals." The biggest difficulty is maintaining a sufficient supply of adults.

"The local community is marvellous. When people see that you need modern and ancient strains of wheat; a herb garden, a dye garden and making a sluice pond."

There is also a feeling of impermanence. Some time the lease will not be renewed; no matter how much benefit local handicapped people derive from their specially designed horticultural unit, unless DHSS funding continues, it will close; a renewal of council building could mean the end of an invaluable resource.

City farms reflect both the different needs of their own communities and the priorities of the organizers. There are now 33 in the UK National Federation of City Farms and one to suit every taste. They tend to be squeezed on to old railway sidings, dock land and demolition sites.

St. Werburgh's City Farm on the outskirts of St. Paul's in Bristol is more pleasantly situated than most. Relatively spacious with tiny paddocks, model farm buildings, allotments and a wooden stream, it is a popular drop-in for mothers, with young children, pensioners, the unemployed and the occasional truant.

For local schools, the farm is a valuable and inexpensive extension to the classroom. Teachers base environmental studies, biology, art, even domestic subjects, on the work they do there. There are classes growing modern and ancient strains of wheat; a herb garden, a dye garden and making a sluice pond.

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Having three acres meant that the

community could build a model farm as well as an adventure playground and offer summer play schemes with New Games, camping, holidays and music concrete!

The farm seems idyllic, yet in the early days it met considerable resistance from the local children. "They were resentful. They felt we had taken away their play space. We suffered £300 of damage (though not to the animals), but when they realized that the farm was theirs to use and enjoy, the trouble stopped."

What effect does a city farm have on the local community? I asked Lynne, resident, parent and part-time secretary/accountant/friend in need.

"When I first came here St. Werburgh's was isolated. It's basically a stable community - small terraced houses with a mixture of elderly residents and large immigrant families. But though there was little antagonism there wasn't much neighbourly feeling either. The farm has made people more friendly and more outward looking. It has provided a focus. People like to see the bantams walking across the street, old folk take an interest and, especially on the allotments, become expert advisers, young families see it as a nice place to come, older kids walk the donkeys or goats, get stuck into the mucking out at weekends or use the adventure playground."

Lynne, who moved to Bristol from the county, feels that as aghribusness replaces mixed farming and the countryside and animals are less accessible even to children in rural areas, there is actually a need for "country farms" for out-of-town children.

Any takers out there? With MSC funding, a bottomless pit of willing workers and the expertise available through the National Federation of City Farms, an enterprising secondary could run a small dairy herd on the football pitch, bees in the flower beds and a nice line in fresh veg and free range eggs at the school gate.



St. Werburgh's City Farm, Bristol. The children come by after school to help out with the work.

Geography and
the micro

by M. J. Clark

Geography Teaching and the Micro, edited by Ashley Kent. Longman Resources Unit, 33-35 Tanner Row, York, Yorkshire YO1 1LP.

Computation does not make an ideal spectator sport, and reading about other people's exploits and aspirations also lacks much of the thrill and frustration of personal participation. Nevertheless, this collection of essays based on a London University 1982 Conference will do much to whet the appetite and enhance the awareness of the uninitiated and the beginner.

Many of those already devoted to the micro cause may also be surprised by the amount of valuable background that they acquire from these careful presortations - though it must be stressed that the volume is in no sense a technical manual, but rather aims to provide a context and perspective within which the geographical potential of microcomputers can be assessed.

It should not, however, be assumed from this that the approach is either general or philosophical. The first five of the seven chapters deal directly with currently operating computer-

based projects and their geographical implications, including: useful (if somewhat positively biased) reviews of much of the available software. The survey covers the Computers in the Curriculum Project, computer aspects of the Geography 16-19 Project, ITMA (Investigation on Teaching with Microcomputers as an Aid), GAPE (originally the Geographical Association Package Exchange, now renamed GA Package evaluation to signify its new role) and MEP (Microelectronics Education Programme). Between them, these contributions offer a valuable introduction to the major achievements of the past decade, and if their rather arid style loses something of the enthusiasm generated by the projects concerned, then at least they cannot be accused of taking an over-evangelical stance.

The three shorter studies which make up the chapter on Computer Assisted Learning have a more difficult task. Since much has been written on CAL, it is difficult to be innovative in a few pages. In the event, the contributors concentrate on the general structure and context of CAL in the classroom rather than exploring specifically geographical aspects, and the chapter thus offers a partial introduction to the topic but perhaps falls short of the full potential of the volume's title.

In many ways the best is saved until last, Ian Shepherd's paper "The Agony and the Ecstasy - reflections on the microcomputer and geography teaching" is a masterly perspective on the state of the art, at once both pragmatic and perceptive. Although Dr. Shepherd was known to mutter taboo terms such as "floppy disk" years before most geographers had come to terms with the punched card, he has retained a refreshing sense of realism. By combining caution with vision, he comes closer than most commentators to providing an honest picture of what achievements are probable with microcomputers, rather than what is possible in an ideal world. He offers a fitting epilogue to a volume which, although incomplete, ably introduces a world in which the present still falls far short of the promise.

For children with limited access to school computers, Sinclair are now offering the new MEP (Microelectronics Education Programme) range of computer programs direct to the consumer.

Suitable for 5-15-year-olds, these include mathematics, reading, language development and problem solving and can be used on the BBC Model B, Research Machines 480Z and Sinclair ZX Spectrum. The software for the ZX Spectrum is sold in four packs containing two cassettes and documentation (£24.95 each). Available from Sinclair Research, Education, Division, Stanhope Road, Camberly, Surrey GU15 3PS.

For the 1983 World Communications Year, the Department of Trade and Industry is distributing a special information pack to secondary schools. The pack contains four full-colour wallcharts, teachers' notes and a booklet giving further sources.

Additional information from Lynda Sale, World Communications Year, 70 Southbury Road, London NW6 6NU (01-624 6090).

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RESOURCES/SOFTWARE

M J Clark reviews programs on climate and transverse waves

Weather patterns

Climate
Five Ways Software
Heinemann Computers in Education
Ltd, 22 Bedford Square, London
WC1B 3HH
For BBC Micro, 300 Z and Apple.
Cassette version with notes, £12.50
+ VAT.

Quality software must pass two tests: does it achieve its aim and does that aim have intrinsic value? Sometimes the latter may be regarded as self-evident, but on other occasions the target may be more vulnerable to question than the implementation. Despite the enormous potential of the microcomputer, new products often appear to be software looking for a subject rather than pressing educational problems looking for a computer-based solution. Whether or not *Climate* falls into this category will probably depend on one's view of geography and on the particular syllabus being followed.

The program comprises a data bank of statistics on four variables (two precipitation indices, one of temperature and station altitude) for 56 national stations representing global climatic types grouped mainly by latitude and rainfall pattern. Tabular or graphic displays of this material, selected in a controlled mode for demonstration purposes or randomly for pupil-centred enquiry, are the basis for generating a series of simple questions which lead through a basic logic tree to give a classification of the climate in question. Most teachers will recognize the question (What climate does this graph represent?), though few will have thought of repeating it 56 times!

The initial response of some teachers could well be negative. rote learning of world climates may not ideally fit the image of geography that they are trying to project. However,

greater familiarity breeds more respect, and suggests that the program is capable of both greater depth and greater scope than was apparent on first impressions.

In the first place, the repeated logic involved does make the task much more analytical than derivative: guessing soon gives way to thinking, which may be more than can be said for some of the more traditional products. Secondly, if the manual data mode is selected then the program injects a measure of random variation (within statistical limits) which actually prevents rote learning and enhances awareness of the dynamics of both the data base and of the climate that it represents - something that a static textbook diagram or table can hardly match simply by the quotation of a standard deviation.

Furthermore, the repeated interplay between table, graph and climatic reality provides excellent practice in the kind of mental fluidity that more traditional geographers used to commend so strongly in the relationship between map, photo and field. Given that these general strengths are supported in many curricula by a continuing interest in imparting a broad feel for global conditions, it can be seen that the *Climate* program does have considerable viability.

On its own terms, then, the program works very satisfactorily on the basis of quite simple instructions which are quickly mastered. However, it performs a task which some teachers may regard as inappropriate - and the accompanying notes give little assistance in this respect, since they concentrate exclusively on the face-value climatic implications rather than developing some of the broader pedagogical potential. Some teachers will welcome *Climate* without qualification; others may judge it is the right solution to the wrong problem.

Wave motion

Transverse Waves
Five Ways Software
Heinemann Computers in Education
Ltd, 22 Bedford Square, London
WC1B 3HH
For BBC Micro, 380Z and Apple.
Cassette version with notes, £12.50
+ VAT.

Understanding basic wave motion is rather like riding a bicycle - apparently simple once the skill is acquired but frustratingly elusive during the learning process. Generations of teachers both in physics and in related applied fields have confronted the limitations of rope, water tray and even of oscilloscope as comprehensive teaching models, and the *Transverse Waves* program thus joins the very small proportion of currently available educational software that actually achieves a real advance in conceptualization and presentation. It will help the teacher to teach and the student to explore, and will do both more quickly and more clearly than has hitherto been possible.

In its simplest mode, the program generates a single progressive incident wave which can be varied in terms of length, amplitude and velocity. These parameters are initially set as default values which can then be altered on an arbitrary scale, whilst a freeze-frame facility also allows direct measurement from the screen. The wave can be depicted by a small number of oscillating points if particle motion is to be stressed, or by a large number of points which suggest a solid line and give emphasis to overall wave motion.



Henceforth, the facilities of the program begin to improve upon what is possible with other teaching models. A second wave can be displayed simultaneously so as to simulate the phenomena of interference, reflection and wave beat. In the interference mode, this second wave has the same length and velocity as the first, but by varying amplitude and phase the concepts of constructive and destructive interference can be introduced, the result being displayed as a third wave which sums the first two.

Reflection of the incident wave is similarly depicted by a second wave of the same wavelength and velocity as the first, but with the option to vary amplitude. Again, a third wave can be generated to sum the first two, and if amplitude is held constant this will take the form of a stationary wave. The Beats option has the same general format, with the second wave having variable wavelength and amplitude so that a third progressive wave with slowly varying amplitude is produced. This suite of available options pro-

vides an excellent introduction to the concepts and terminology of wave motion. The handbook is clear and comprehensive, but rather condensed in style and geared to teacher rather than student. Some training time would be needed to achieve fluent use, but program operation is logical and error-resistant. As is common with many multi-option graphic programs, loading time is very slow in the cassette version, and would need to be completed before teaching. The BBC version reviewed produced very clear graphics, but failed to make full use of the system's potential. An option to display terminology and the selected wave values at the same time as the waves themselves could greatly enhance the program's ability to imprint relationships between wave form and descriptive parameters, and should be within the BBC's capability to mix text and graphics. Nevertheless, the program is a flexible and highly effective contribution which should be widely welcomed.

Sheepdog trials

by Michael Thorne

Sheepdog
Terrible Tales
Rally A and B
Ladybird/Longman
For BBC 'B' Micro
£9.95 each + VAT

Ladybird/Longman are publishing a series of BBC microcomputer programs which are being developed by the Loughborough Primary Micro Project under the direction of Tony Gray. Two of the programs are based on very strong ideas.

Sheepdog involves positioning the screen sheepdog (which can stand or crouch) so that one or two sheep are forced through the gate in the field (just a boring rectangle thank you, no gloss here). This marvellous idea gets the children actually involved in vectors (and a lot more besides) in an environment where there are no "right" answers, but where some answers are more efficient than others.

To control the sheepdog, two options are available: the arrow keys on the keyboard of the BBC Micro or the use of the compact points N, S, E, W, NW, SE, etc. together with S for Stand and C for Crouch.

When ever you run out of fuel, more can be obtained by completing sums like 977=7. At the end of a summary is printed on the screen giving the time taken, the length of the journey and how many were tried and how many were answered correctly. The main weakness of these three initial programs is in the technical quality and the imagination brought to bear in the implementation of Tony Gray's concepts. Two years ago few would have blinked at a gangly sheepdog going gedumph, gedumph across the screen. Now it is totally unacceptable, given the comparatively excellent facilities of the BBC Microcomputer. Also, the programs are not generally robust: it is relatively easy to fool them by typing unexpected characters. In a lot of software, it is the ideas rather than the programming which leaves much to be desired. Here the opposite is the case. Thanks to Tony Gray, Ladybird/Longman software should do well.



Terrible Tales has its roots in the famous Eliza program which feigned a conversation between a Doctor (the computer plus program) and a patient (the person using the program). In this case, instead of telling the computer about your neuroses, you tell it about a monster or a giant or your own imagination. Details about its height and weight and about its special features are requested in a manner which introduces children to a wider range of sentence structures.

Eventually the computer produces a summary of the features which have been described, changing the words a little so that the summary must be read carefully. You give the computer the shoe size of your giant and it calculates what size slippers the giant would need. You are even told how big the giant's pencil would be. Unfortunately it is only when all schools have a disc drive and printer that it will be possible to develop *Terrible Tales* to its full potential. You could, for example, get a printed picture of your giant (even if it were just an ergonomic model). At the moment, the program gets your imagination racing away and then has to stop: no space left, I look forward eagerly to the disc based version.

The third program is a rally in two versions: Rally A and Rally B. Both involve practice with all four arithmetic operations but the former has smaller numbers. As programs, Rally A and Rally B come into the category of disguised drill and practice (DDP). Completion of the rally course involves visiting five towns on a rectangular road grid. When ever you run out of fuel, more can be obtained by completing sums like 977=7. At the end of a summary is printed on the screen giving the time taken, the length of the journey and how many were tried and how many were answered correctly. The main weakness of these three initial programs is in the technical quality and the imagination brought to bear in the implementation of Tony Gray's concepts. Two years ago few would have blinked at a gangly sheepdog going gedumph, gedumph across the screen. Now it is totally unacceptable, given the comparatively excellent facilities of the BBC Microcomputer. Also, the programs are not generally robust: it is relatively easy to fool them by typing unexpected characters. In a lot of software, it is the ideas rather than the programming which leaves much to be desired. Here the opposite is the case. Thanks to Tony Gray, Ladybird/Longman software should do well.

Accents on verse

by Salley Brown

Faber Poetry Cassettes: Ted Hughes and Paul Muldoon; Seamus Heaney and Tom Paulin.
Faber, £5.95 each.

To have poets reading their own poems is a fine idea. Not that a poet always makes the best job of delivering his own work: the Welsh sonority of Dylan Thomas makes his poems lilt but e. e. cummings reads like a bull in a china shop wrecking the delicacy of his own verse forms.

Setting aside for the moment the merits and demerits of the verse, the four poets whom Faber have chosen to launch their appealing new series of poetry cassettes, perform their tasks as readers unusually well.

Listening to their voices one wonders whether to have a pronounced regional accent is a requirement to be published by Faber. Three out of the four are Northern Irish (this, incidentally, gives an imbalance in poetic content), while Hughes has a Yorkshire voice. But where Muldoon brings youthful enthusiasm to his reading, Heaney relies on a more neutral cadence, allowing the words to speak for themselves, and Paulin falls squarely into the Cummings class, doing his poetry a severe disservice with a sometimes anarctic, sometimes dreary monotone. Hughes is the most accomplished performer, demonstrating a nice awareness of his own rhythms, though at times a certain showiness intrudes and the poetry becomes overlaid by a suspicion of self-admiration. Seamus Heaney perhaps does the best job, revealing an ease with and trust of his work.

Heaney is also the best expositor of his own verse. One of the agreeable features of these cassettes (and this is particularly valuable if they are to serve as introductions to poetry) is the biographical and bibliographical résumé and the poet's explication of allusions and accounts of how the poems came to be fabricated. Thus Muldoon offers an intriguing account of the originating image of "Mules" - a newsreel clipping of a sky dark with the parachuting creatures producing a rather contrived piece of verification - while Hughes gives a characteristically spare report of the farming folk which serves as source for his savage lambing poems. Heaney is helpful and Paulin alarmingly inarticulate: "a sort of Hegelian situation where an older régime sort of..."

Perhaps this wasteland backdrop to his reading affects one's response, but Paulin's poems are the least attractive, seeming to exploit the politics of his background - the troubles in Ireland - without a compensating compassion. His other political poems appear similarly pathetic. Muldoon takes himself less seriously and the poetry is correspondingly less oppressive but lacking any nourishing power to feed the heart and mind. These two poets of lesser rank are coupled with two acknowledged craftsmen, Heaney and Hughes. Of these Hughes gives a dramatic rendering of some disturbing poems while Heaney presents a quieter, more humble programme.

But reflecting on the content of all these poems, it is worth asking what manner of poetry this is. For it is a distressingly dark vision which is proffered, a world where nature and civilization alike assault and destroy. No alleviating strain of wit exists to offer a plucking perspective on the fear and depression. Heaney and Paulin offer us one near-love poem each, but mostly facile images. With Hughes the violence is unmodified. I would not wish for these poems to be read in a school. For in Hughes' own words the poets are "nearly all killing".

The Wine Programme, Channel 4, Tuesdays 8.30pm
Series of six programmes starting August 2.

Part of the presumption is that *The Wine Programme* must amuse. The titles, all dancing figures and hiccoughs, suggest that it is remorselessly intent to do. The presenter, Jancis Robinson, who couples proved expertise with the boldly declared philosophy that "wine can be a lot of fun", has the personality that should ensure it will. Yet the series got off to a surprisingly shaky start.

In an opening scene in a restaurant with an unhelpful wine waiter, Robinson's dinner host flounders hopelessly through the wine list in search of something to go with pheasant. Having taken as much as she can stand, Robinson looks up, glasses glinting, and asks the waiter sweetly and succinctly: "Do you have a Côte du Duras?" They do, and without further glance at the wine list, that is ordered.

If that were taken as a model of how to do it, the results would be pretty disappointing. A large number of wine waiters, asked if they had Côte du Duras, would not know what you were talking about. Another large number would simply answer: "No." And the few remaining would more likely serve a Sauvignon white wine than the fruity young red that Miss Robinson presumably expected. Nor does it seem a good idea to suggest that anyone should order a wine, however small its reputation, without even looking to see what it costs.

If you think this is funny, then you should have seen how fastidiously Michael Broadbent of Christie's Wine Department, who is to appear frequently in the series, notes the characteristics of absolutely every wine he tastes, and how carefully he picks his words about an 1864 claret that was not quite over the hill.

One senses that Jancis Robinson has more plebeian tendencies. She joins enthusiastically in a jolly bare-

The Bottom Line
Channel 4, Sundays 5.0 pm.

In the world of business, this new series tells us, it is the bottom line that really counts. The strength of the series is that it shows us the conflict between people and profit. Its weakness, in the first three programmes at least, is that this conflict is not discussed explicitly and there is no discussion of how it might be resolved.

The first programme, "Back from the Brink", covers the emergence, rise and fall of Jaguar cars from the 1920s. Less than two years ago it was running at a loss of over £2 million a month. Since then, quality has improved, production has risen from 14,000 cars in 1981 to 28,000 this year. This is good news. But if the work has become more varied because of the deliberate breaking of demarcation lines, there is also the pressure of "speed up". If it is now easier to talk with supervisors, the more radical

The Questors
Granada Television.
Mondays 12.30pm.

"Every 14 months a forest the size of England is being wiped out." Facts like this stick firmly in the mind after the first of Granada's new six-part series *The Questors*. "Don't Beat the Bush" was a vivid warning: the loss of life-saving plants, many as yet undiscovered, is the cost we pay for mining minerals like coal and oil. Future programmes will range

MEDIA

Vin ordinaire

Robin Young finds a few hiccoughs in 'The Wine Programme'



footed grape-crushing session with a London-Italian family who make all their own wine from grapes bought in Covent Garden. She speaks up for wines that are "good value because they do not have a big name" or are "uncomplicated stuff made with demonstrable dedication".

But by and large wine is a more, not less, complicated subject than those who are beginning with it fear. Robinson does a good job of cutting the technicalities down to essentials, but it is never quite clear whether she is supposed to be tutor or pupil. Was it really essential for her to go all the way to California

for a short and simple explanation of how wine is made?

When Miss Robinson has not engaged someone else to do the talking she skates over the issues with sometimes scarcely decent haste. Of bag-in-box wines we're told only that they are "increasingly familiar but still controversial" on the plea that most people will be more interested in what the wine tastes like than how it is packed. This is disputable. Some would claim that bag-in-box wines sell so well precisely because of the package and in spite of the taste. It would have been interesting to know what Miss Robinson thought.

Of all the characters from the wine world (no shortage of them evidently - a later episode even includes a composer who has written a symphony of wine), the most lucid and helpful advice came from Liz Berry, a Master of Wine, who said that in supermarkets one should avoid bottles whose corks protrude above the rim, or with any weeping at the neck - signs of exposure to excessive light and heat.

It was encouraging to learn that this sound and dependable lady even sells that red Côte du Duras, and at only £2.75 a bottle; as Robinson says, best as "something we can all afford to enjoy". But next week she is off with the nobis in Bordeaux, and there is a homage to Champagne and an exposition of the wine business to follow. A good and practical wine guide looks like getting lost in the glamour and in the welter of famous names and high prices that we were encouraged at the outset to ignore.

It is high time that we had something on television about wine. Indian food is already in its second series. But perhaps Channel 4's policy of catering to minorities should not have dictated that even now wine should take precedence over beer.

Tasting note: May develop, but initial effervescence seemed to dissipate rather fast. Could have a disappointingly dry finish.

Toeing the line

shop stewards have been forced out. Business is also seen to promote "culture" but it bends to its own ends. This there is a concert at a stately home only for a very select group of potential buyers and a live sales talk is added. On another occasion workers at an evening function are waited on by senior management and entertained by "dancing girls" but a pep talk on video is added.

In the second programme, "Where to Now, Brothers?", there is a useful if somewhat one-sided history of the Labour movement. The dilemmas of contemporary trade unionism are sympathetically explored. IBM explains how its personnel policy bypasses unions.

"Culture" here is provided at a TUC conference as the platform bands together for "Auld Lang Syne", a touching but fading alternative to concerts for an élite and "dancing girls" for the workers.

The third programme looks at the role of universities in a business world.

"What Price the Laser Mousetrap?" The universities could be the seed beds, it is suggested, of the new technological revolution, if only they could disencumber themselves from their outmoded attitudes. Culture this time is displayed in and around Cambridge cloisters. Sponsorship beckons and cuts are there to assure that that partnership between universities and business, is a marriage of true minds.

Later programmes deal with the impact of the Falklands war on naval design, with small business, a professional doomster, the battle of the high streets and telecommunications.

An informative and attractive series, *The Bottom Line* will be useful for teachers and older pupils but, without further analysis and an exploration of alternatives, it confirms rather than challenges the conventional wisdom of our time. Questioning the bottom line should not be seen as a strike below the belt.

Bob Catterall

Beating about the bush

from four-smelling animal acents in perfume to home-made plastic from boiled eggs.

Judging by the proclaimed aim of the series - to make science digestible and entertaining without being superficial or sacrificing scientific accuracy - the first programme was a success. The subject of folk medicine in the light of "civilization's" progress was fascinating; the treatment of the series was a contrast of glorious and colourful blossoms contrasted with the ravaging jaws of

bulldozers in the Jamaican forests, while a heartening picture of the community's oneness with nature was presented through the folk wisdom and songs of Louise Bennett (presumably in translation for the British viewer) and Dr. Lloyd Coke's acknowledgment of the age-old understanding of herbs.

Against this was the picture of scientific research in Britain. The curator of Kew Gardens' herbarium could boast five million plants, dried specimens mounted on sheets with

BRIEFINGS radio & tv

Open University

Winding Number (Sunday, August 7, 07.40; Wednesday, August 10, 23.30 BBC2)

Studio models, diagrams and animations develop a rigorous definition of winding number. Then classification is shown by 'Brouwer degree'.

Migration - The Ankara Response (Sunday, August 7, 12.40; Thursday, August 11, 06.55 BBC2)

How can the state help large cities to assimilate migrants? A study of the problems faced by the Turkish government in Ankara.

Selling on Course (Friday, August 12, 00.20; Saturday, August 13, 11.25 BBC2)

A documentary film about a group of students on a Royal Yachting Association Racing scheme is used as a model for centre-periphery curriculum development and implementation.

Planning (Monday, August 15, 06.05; Saturday, August 20, 11.50 BBC2)

Features three case studies of planning procedures in Vancouver, Birmingham and Craoow. Alison Cochrane and Tim Sebastian comment on the significance of recent events in Poland.

Shooting the Moon (Friday, August 19, 06.30 BBC2)

Dr John Guest of London University looks at the history of the solar system, from its origins to the present day and then illustrates what can be learned by studying craters from the Earth to Saturn.

Genes, Goals and Supergoals (Monday, August 22, 07.45 BBC2)

An examination of the ways animal behaviour can be described in terms of a hierarchy of goals. Shows animals attaining goals like survival and food but emphasizes that the concept is not a conscious choice.

General interest and continuing education

A Cage for the Sun (Saturday, August 6, 19.30 C4)

Robert Powell and Sinead Cusack tell the story of the 30 year attempt to crack the problems of nuclear fusion. The programme explains that success in this field would mean an endless source of energy with no radio-active waste.

Golog Solo (Monday, August 8, 23.00 VHS)

An introductory guide to the management of new enterprises. Begins by giving advice on planning and launching a small business.

Principles of Counselling (Thursday, August 11, 23.00 VHS)

A follow-up course to extend the student's knowledge of counselling skills and examine the more complex stages of a counselling relationship.

The Charterhouse of Parma (Saturday, August 13, 21.00 C4)

A six-part adaptation of Stendhal's classic novel, made abroad with an international cast, but shown here in English.

Briefings will resume on September 2.

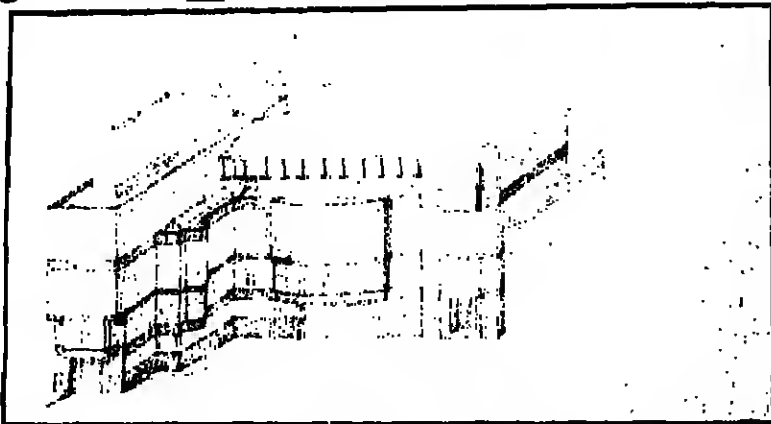
Latin names and field notes; the researcher ground nature's bees to a powder, put it in a phial with petrol, added a solvent to remove a group of compounds which are then... Could the scientific accuracy not have been achieved without such itemized lists?

However digestible the subject may have been, such laborious details were far from appetizing. Whenever the programme returned to England and interviews with the British scientists, it was left wondering whether the series intended to present a documentary for general interest or a study of facts to be twisted up for an exam.

Gillian Macdonald

Gallery explorations

Bill Hicks on plans to expand the Whitechapel gallery



To many pupils and teachers in London's East End, "The Whitechapel" means a good deal. It means more than just the famous art gallery which for 82 years has brought some of the best in contemporary art to an otherwise poorly-served locality. It means the fun and excitement of gallery explorations, the working artists regularly sent out to schools, the films and performances, seminars and competitions for which it has become nationally and internationally famous.

Now the Whitechapel is asking teachers to help pay for an exciting new building which, among other things, will transform its educational facilities.

The existing gallery, designed by Charles Harrison Townsend, opened in 1901 and soon became one of London's best loved exhibition spaces. As John Miller, architect of the proposed new Whitechapel, admits, it was a remarkable building. It was built at a cost of 7d per square foot, and was the first public building to rely entirely on electric lighting.

Its tiled, asymmetrical art nouveau

façade is an irresistible attraction, seeming almost to suck passing pedestrians in through a tunnel-like doorway, off the bustling street life and into the cool airiness of the main gallery. "Quite an epoch-making building," is Nikolaus Pevsner's comment. High praise for such a source.

Unfortunately, for all its excellent qualities, the building can no longer meet the needs of a community-oriented art gallery. At a recent meeting to publicize the new plans its director Nicholas Serota itemized the shortcomings of the present gallery. The lighting is obsolete, storage space is inadequate, there is cramped office accommodation and no permanent lecture-theatre. But apart from all this, the Whitechapel's future as an exhibition space of international standing is threatened by the lack of environmental control.

Several recent, highly-praised exhibitions - Christopher Wren; the two-part British Sculpture in the Twentieth Century; the Arts of Bengal; and Max Beckmann: The Trip-tych - were impeded by this failing,

since the owners of the works were reluctant to trust them to the unfettered atmosphere of London E1.

Even contemporary artists are becoming very choosy about the conditions in which their work is shown. Insurance companies also demand sophisticated alarm systems. These are the main reasons why the Whitechapel, with no permanent collection of its own to fall back on, has no choice but to rebuild.

Those who know the gallery will be relieved to hear that the Grade II listed façade will remain - though this is the only part of the 1901 building that will survive. Architects Colquhoun and Miller have designed a new structure which, though standing still on an only slightly enlarged site, adds about 30 per cent to the usable floor area.

Detailed drawings of the new Whitechapel are on show in the gallery foyer. The plans provide for full air conditioning and a new four-storey extension housing the education and service facilities. These include a 122-seat lecture

theatre, on audio-visual room for film, video and tape-slide presentations, an education room for workshops and seminars (also for use by visiting teachers, weekend schools, or as a crèche); plus a 60-seat coffee bar, bookshop and - also for the first time - lavatories.

John Miller was clearly concerned about retaining characteristics of the Whitechapel - its lightness and its welcoming atmosphere for example. A new reception area and improved layout of the gallery's main areas are intended to encourage better circulation and to make visitors aware of the currently under-visited upper gallery.

New access from the rear of the building and better storage areas are also important, since they mean the whole gallery will no longer have to be shut down between exhibitions, while works are moved in and out of the front door.

From the educational point of view, the new space and facilities will have a profound influence on the three full-time workers - community and education officer Martin Runcwell, and teachers Jenni Lomax and Alex Huggins. With aid from the ILEA and the enlightened Tower Hamlets council, this should mean more of the sort of programmes which East End schools have become used to in the last five years.

A glimpse of the gallery's June to August programme gives a good indication of the breadth of educational involvement now customary at the Whitechapel. Focusing on the current exhibition of paintings by Malcolm Morley - the first major retrospective in the UK for this multi-faceted London-born New York-based artist - it offers preview tours for teachers and tutors, a series of mid-week workshops run by Jenni Lomax for primary and secondary schools; further talks and workshops through the summer holiday for day centres, community groups and holiday schemes; a three-day summer school for adults led by artist Jeffrey Dennis; regular Wednesday public lectures; and a public

forum on participation in architecture.

The gallery is also placing two artists in local schools for the entire summer term so that they can work with the children.

Working closely with, among others, Peter Archer's Audio Arts, the Whitechapel has also built up an impressive collection of tape-slide and video programmes retaining many of its exhibitions.

It could be argued that this work could continue without a smart new building. In fact, it will increase during the 15 months or so from October when the gallery closes for building work to begin. The education team will organize a movable feast of exhibitions and talks at centres on the Isle of Dogs, in Mile End, and Spitalfields.

In spring 1985 there will be a splendid new gallery, the fulfilment of a five-year scheme. The Whitechapel has many supporters in Tower Hamlets, Hackney, the GLC, ILEA, Greater London Arts Association, the Arts Council, Sotheby's, BP, the St John Cass Foundation, and individual City sponsors.

With friends such as these, why does the Whitechapel need to appeal to hard-pressed teachers to aid its project? The institutions named above have already helped the gallery raise £1.25 million of the £1.6 million needed for the rebuilding, and the architects have at last been able to tender for building contracts worth about £1 million.

But for work to start on time - for the project to start at all - it desperately needs to raise a further £50,000 in cash before September 1; hence the appeal, which is not just to teachers but to everybody concerned about maintaining and enhancing the status of the visual arts in a disturbingly hardening society.

The appeal hopes to attract 2,000 contributors at £25 each. There is a further incentive - each donor's name will be inscribed for perpetuity on a special plaque on one of the walls of the new gallery.

A thinking process

Wendy Body reviews primary language materials

Primary Language Programme by Masson, Monaghan and Thompson. Heinemann Ed. Evaluation Pack price £15.00.

The series will eventually comprise seven textbooks and seven sets of group prediction stories. The teacher's book, pupils' books 1-4 and group prediction sets 1-4 are available now; the remainder of the programme follows in the autumn.

Teachers are advised to read the 90 page teacher's book before they use the pupil material, which is precisely what this reviewer did. Sound advice. The book is not only highly readable, concise and sensible, but whets the appetite for the pupils' books. As one would hope to see, the aims of the programme are explicitly stated and include:

- to approach reading as a thinking process;
- to encourage reading for pleasure;
- to cover writing for a wide variety of purposes;
- to increase teacher/child discussion in developing linguistic complexity.

The book describes the organization of the series with separate chapters on Talk, Reading, The Reading Development activities, Poetry and Drama. It also has three useful appendices: Useful Extra Books and Materials for the Classroom (which could usefully have been extended); Further Reading for Teachers (short but oozing quality); Answers, which are mainly for the Close Procedure Sections and are there for "additional interest and reference" and "should not be considered as the 'right' answers nor used as such" (a timely reminder, that!).

Further desirable pieces of advice are delivered throughout the book, such as "No textbook, however, can replace the active questioning of the teacher" (was the ambiguity intentional, I wonder?).

Teachers know that quite the best way of reading for meaning is for the reading to be accompanied by discussion ("I hope that's true by now"). "We hope that poetry will not be treated as unusual, exotic or private, only for an eccentric few." (Isn't that lovely?)

Turning to the pupils' materials, each unit in the books begins with a sizeable extract from popular high quality children's fiction - Mrs Fensby, the Iron Man, James (of the peach fame) and that haunting character Thomas Kempe to name but a few, will all be found, if not now then in the autumn. The extracts are accompanied by questions to stimulate discussion and encourage insights into the text, followed by suggestions for pupils' further reading.

In the reading development work for each unit there is an emphasis on close procedure, but reading for the main idea, feeling and giving difficult points of view, deciding between truth and opinion, giving and following instructions; reading and remembering and checking for facts (using illustrations as well as text) are all dealt with in a realistic way. The group prediction stories (all original material) are on laminated cards - four per story. This is more expensive than spirit duplicator masters, but better for organization and durability.

The writing tasks ensure that descriptive, people, personal, imaginative - with the writer as spectator as

well as participant - and functional modes are all purposefully covered and the need for pupils to have a sense of audience is rightly stressed. The teacher looking for formal grammar exercises, i.e. recognition of parts of speech etc., is likely to be disappointed for, as the authors point out, "it is now widely accepted that exercises in the recognition of parts of speech are largely unsuitable for children of primary school age... Training in formal grammar does not help in correcting faulty usage." Having thus nailed their colours firmly to the mast they then fly them in two sections throughout the units: The Way Words are Built and The Company Words Keep, which together with the close procedure work and delightful bowlers for children to spot (The golferman stood in the dark with his torch shouting), should help pupils gain an understanding of word functions and language structure.

Not only is the content of the books attractive and very sound but the layout is excellent. Exciting covers and some beautiful full colour photographs and artwork are bound to be visually appealing to children and teachers alike. A couple of little grumbles... I find it very strange that publishers are not given in the More Books to Read section (and unless it is in very print) I couldn't see this information in the teacher's book. When the intention is to encourage reading for pleasure, why make it unnecessarily difficult for teachers to get hold of the books? It is also a pity that the covers of the four separate units which make up Book 1 are not more durable - a criticism which, thankfully, does not apply to the rest of the books. Crumblies aside, the Primary Language Programme is a major and most welcome resource for junior and middle schools which, given the right teacher, should result in some lively classrooms and very interested pupils. I look forward to Stages 5-7.

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Nature study

Naturetrek in Spring by Eric Snotbil and Michael J. Thomas. Five booklets, teacher's guide, and 16 workcards, £13.50. Naturetrek Educational Books, 151 Featherhall Road, Littleborough, Lancashire OL15 8PH.

This first publishing venture by Naturetrek is as conservative as the general election. For decades, children have been dutifully reading about nature study and puzzling out missing-word sentences, anagrams, crosswords and Identikit bird pictures similar to those which make up the main part of the workcards of this series.

Such work can be easily marked, the answers are given in the teacher's book, the problem is that now as ever, whatever subject it is ostensibly testing, this type of text-question-answer work is a test not of the absorption of literature, language, or the science of anything else, but of the ability to make a kind of calculation which produces the correct answer.

Where it allows itself to stretch its legs, the colour booklet is interesting and informative - on badgers and cuckoo-pint for example. Overall, design and writing style are good but the general effect is attractive and the sections are, anyway, too short to become burdensome. The method is strictly thematic: spring as it is observed in eight easily accessible habitats. The "conceptual approach" advertised in the brochure is a red herring, there is no structuring of ideas, no intellectual coherence. But there is nothing wrong with a thematic approach and this booklet takes its theme as



seriously and thoroughly as the limitations of space allow. There is no gleaning that the theme-book and workcard pack is a very convenient form for a teacher to manage. The trouble with a "self-contained teaching package" (as it describes itself) comes when it is too good to well and becomes a close circuit.

The conservatism of the method is sometimes at odds with the exhortations of the authors to teachers and children to look outwards to the natural world itself. The algorithms are to the point, activities recommended in the workcards. Some of them are inappropriate (it is not useful to think of a hedge as a square), some uncoloured (analysing a pond sample but not replacing it), and one or two are self-defeating or impossible to do. But most of them point the way firmly and sensibly to the world outside. In these days of atrophy, the natural world is one thing children cannot be short-changed on. It is still wide, wild and holds a magic fascination, and we would welcome any educational venture which genuinely succeeds in building on children's interest in it.

Francesca Greenwood

Classified Advertisements

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Nursery Education

Other Appointments

BRENT
LONDON BOROUGH OF
BARNES JUNIOR MIXED SCHOOL, 100 Acton Lane, NW10 6BT. School. Registered from September 1983. Part-time 10.15-11.45 AM. Experience in teaching of 10 years. Essential: Scale 1. (see) Application forms from the Director of Education, 100 Acton Lane, NW10 6BT. Closing date 15 days from date of advertisement. (17851) 110092

Scale 1 Posts

BRENT
LONDON BOROUGH OF
BARNES JUNIOR MIXED SCHOOL, 100 Acton Lane, NW10 6BT. School. Registered from September 1983. Part-time 10.15-11.45 AM. Experience in teaching of 10 years. Essential: Scale 1. (see) Application forms from the Director of Education, 100 Acton Lane, NW10 6BT. Closing date 15 days from date of advertisement. (17851) 110092

DUDLEY
METROPOLITAN DISTRICT
HIGHPOLDS PRIMARY SCHOOL, 111 Highpolde Road, West Midlands. (5-10 Primary Group 41)
For January or April if possible. **MIDDLE SCHOOL** classes with 80-90 pupils. Interest in computers, science or art and craft on advantage.
Application forms from the Director of Education, 100 Acton Lane, NW10 6BT. Closing date 15 days from date of advertisement. (17851) 110092

Middle School Education

Remedial Posts

Scale 1 Posts

MERTON
LONDON BOROUGH OF
MERTON JUNIOR MIXED SCHOOL, 100 Merton Road, London SW19 8JH. School. Registered from September 1983. Part-time 10.15-11.45 AM. Experience in teaching of 10 years. Essential: Scale 1. (see) Application forms from the Director of Education, 100 Merton Road, London SW19 8JH. Closing date 15 days from date of advertisement. (17851) 110092

Secondary Education

Headships

WAKEFIELD
CITY OF WAKEFIELD
METROPOLITAN DISTRICT
WAKEFIELD EASTMOOR JUNIOR SCHOOL, 100 Wakefield Road, Wakefield. School. Registered from September 1983. Part-time 10.15-11.45 AM. Experience in teaching of 10 years. Essential: Scale 1. (see) Application forms from the Director of Education, 100 Wakefield Road, Wakefield. Closing date 15 days from date of advertisement. (17851) 110092

Primary School Education

Scale 2 Posts and above

ESSEX
LONDON BOROUGH OF
BARNES JUNIOR MIXED SCHOOL, 100 Acton Lane, NW10 6BT. School. Registered from September 1983. Part-time 10.15-11.45 AM. Experience in teaching of 10 years. Essential: Scale 1. (see) Application forms from the Director of Education, 100 Acton Lane, NW10 6BT. Closing date 15 days from date of advertisement. (17851) 110092

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LONDON BOROUGH OF
BARNES JUNIOR MIXED SCHOOL, 100 Acton Lane, NW10 6BT. School. Registered from September 1983. Part-time 10.15-11.45 AM. Experience in teaching of 10 years. Essential: Scale 1. (see) Application forms from the Director of Education, 100 Acton Lane, NW10 6BT. Closing date 15 days from date of advertisement. (17851) 110092

LANCASHIRE
COUNTY COUNCIL
OF EDUCATION
TEMPORARY POST
ROBERTSON ROAD, NORTHERY, LANCASHIRE. School. Registered from September 1983. Part-time 10.15-11.45 AM. Experience in teaching of 10 years. Essential: Scale 1. (see) Application forms from the Director of Education, 100 Acton Lane, NW10 6BT. Closing date 15 days from date of advertisement. (17851) 110092

By Subject Classification

Music

Scale 1 Posts

MERTON
LONDON BOROUGH OF
MERTON JUNIOR MIXED SCHOOL, 100 Merton Road, London SW19 8JH. School. Registered from September 1983. Part-time 10.15-11.45 AM. Experience in teaching of 10 years. Essential: Scale 1. (see) Application forms from the Director of Education, 100 Merton Road, London SW19 8JH. Closing date 15 days from date of advertisement. (17851) 110092

Remedial Posts

Scale 1 Posts

BARNET
LONDON BOROUGH OF
BARNET JUNIOR MIXED SCHOOL, 100 Barnet Road, Barnet. School. Registered from September 1983. Part-time 10.15-11.45 AM. Experience in teaching of 10 years. Essential: Scale 1. (see) Application forms from the Director of Education, 100 Barnet Road, Barnet. Closing date 15 days from date of advertisement. (17851) 110092

KNOWSLEY
METROPOLITAN DISTRICT
KNOWSLEY JUNIOR MIXED SCHOOL, 100 Knowsley Road, Knowsley. School. Registered from September 1983. Part-time 10.15-11.45 AM. Experience in teaching of 10 years. Essential: Scale 1. (see) Application forms from the Director of Education, 100 Knowsley Road, Knowsley. Closing date 15 days from date of advertisement. (17851) 110092

ilea Inner London Education Authority

Secondary Vacancies
The Authority would be pleased to receive applications from suitably qualified teachers for Scale 1 posts, both temporary and permanent, in the following subjects:
Home Economics and Textiles and Dress
Posts in the Authority's teaching service carry an Inner London Allowance of £339 p.a. in addition to the Borough Salary.
The appropriate application form may be obtained from the Education Officer (1782), Room 67, Main Building, County Hall, London SE1 7PB. Tel: 07-23 2101. Please state whether you are seeking a full teaching appointment.
ILEA is an equal opportunities employer.

NORTH YORKSHIRE
COUNTY COUNCIL
OF EDUCATION
BARNOLDSWICK JUNIOR MIXED SCHOOL, 100 Barnolds Road, Barnolds. School. Registered from September 1983. Part-time 10.15-11.45 AM. Experience in teaching of 10 years. Essential: Scale 1. (see) Application forms from the Director of Education, 100 Barnolds Road, Barnolds. Closing date 15 days from date of advertisement. (17851) 110092

MERTON
LONDON BOROUGH OF
MERTON JUNIOR MIXED SCHOOL, 100 Merton Road, London SW19 8JH. School. Registered from September 1983. Part-time 10.15-11.45 AM. Experience in teaching of 10 years. Essential: Scale 1. (see) Application forms from the Director of Education, 100 Merton Road, London SW19 8JH. Closing date 15 days from date of advertisement. (17851) 110092

Lancashire County Council
An Equal Opportunities Employer.
The following are required for the dates stated, and the closing date is 15th August 1983.
Secondary Schools
Formal details to be sent to the Headteacher at the school. BAE (local) please.
Secondary Schools
Pre-employment
PRESTON PARKLANDS HIGH
Moor Park Avenue, Preston (556 on Roll).
1st September 1983/1st January 1984.
SCALE 1 - MATHEMATICS, 2ND IN DEPARTMENT WITH RESPONSIBILITY FOR HEAD OF COMPUTER STUDIES
NELSON, EDGE END HIGH
Heron Road, Nelson. (Mixed 11-16 Comp. 1,050 on Roll).
1st September 1983/1st January 1984.
SCALE 1 - GIRLS PE & RE THROUGHOUT THE SCHOOL
BARNOLDSWICK, WEST CRAVEN HIGH
Kilnbrook Road, Barnolds. (Mixed 11-16 Comp. 880 on Roll).
1st September 1983/1st January 1984.
SCALE 1 - TECHNICAL DRAWING AND SCIENCE

OXFORDSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT AREA EDUCATIONAL PSYCHOLOGISTS (Part-time)

Applications are invited for the post of half-time (18 1/2 hrs per week) Area Educational Psychologist to work in North Oxfordshire. The person appointed will work in ordinary schools, the Child Guidance Service and with special school. Salary: Southbury scale (£10,851-£14,253 pro rata). Appropriate car allowance payable. Application forms and further particulars may be obtained in writing from the Chief Education Officer, Oxfordshire County Council, Macclesfield House, New Road, Oxford OX1 1NA, to whom completed forms should be returned by 19th August, 1983.

Miscellaneous

HARINGEY

LONDON BOROUGH OF HARINGEY

Programme with Humanity

HARINGEY TRAINING

Painting and Decorating

Workshop Supervisor - Salary

£10,674

plus £1,000 O.T.

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MERTON

LONDON BOROUGH OF MERTON

EDUCATION COMMITTEE

Invitation to tender

for the provision of

educational services

in the Merton area

for the year 1984-85

and 1985-86

and 1986-87

and 1987-88

and 1988-89

and 1989-90

and 1990-91

and 1991-92

and 1992-93

and 1993-94

and 1994-95

and 1995-96

and 1996-97

and 1997-98

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and 2075-76

and 2076-77

and 2077-78

and 2078-79

and 2079-80

and 2080-81

DYFED

TY HAF ACTIVITY CENTRE

Invitation to tender

for the provision of

educational services

in the Dyfed area

for the year 1984-85

and 1985-86

and 1986-87

and 1987-88

and 1988-89

and 1989-90

and 1990-91

and 1991-92

and 1992-93

and 1993-94

and 1994-95

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and 2001-02

and 2002-03

and 2003-04

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and 2005-06

and 2006-07

and 2007-08

and 2008-09

and 2009-10

and 2010-11

and 2011-12

and 2012-13

and 2013-14

and 2014-15

and 2015-16